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UNIVERSITY OF ALBERTA

EDUCATIONAL LEADERSHIP: THREE STORIES

BY

KAREN MARY BOSCH

(C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1991

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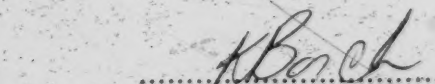

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EDUCATIONAL LEADERSHIP: THREE STORIES

SUBMITTED BY KAREN MARY BOSCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION.

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Date: August 30, 1991

DEDICATION

This is dedicated to my wonderful parents,
Melvin and Nancy Bosch,
whose love, courage, inspiration and
continuous encouragement
I will always cherish.

ABSTRACT

An interpretive design, which included interviews and shadowing sessions, was used in this study of three principals recognized as effective educational leaders. These three principals were involved in an alternative practicum project, the "Partnership School Practicum Project". The purpose of this study was to discover the meaning that these principals gave to their roles as educational leaders and thus to develop an understanding of why they are effective educational leaders.

Research in the area of educational leadership literature revealed a very partitioned view of leadership. While every concept discussed was very important to the role of the educational leader, the description of specific attributes, behaviors, or principles tended to partition the role of the leader. Both Barth (1990) and Sergiovanni (1991) discussed the dysfunctional aspects of partitioning the leadership role. The approach in this study has been to acknowledge the value of individual pieces of theoretical knowledge, but to emphasize the portrayal of holistic views of these three educational leaders.

To this end, the leadership "stories" of each of the principals, are told in their own "voices" as they describe their roles as eduational leaders. These "stories" are presented in the form of "principal profiles". As it would be inappropriate to neglect the "pieces" of the "whole," an analysis of the leadership of the three principals is also presented.

"Caring" about the well being and growth of other was found to be the foundation of these leaders' visions. The analysis of the leadership practices is thus presented within the framework of "caring."

The common leadership practices that are discussed in the analysis include: having a vision, building a shared vision, team /community building and personal relationships, being a role model, "caring" about student growth, "caring" about teacher growth, "caring" about principal growth, "caring" about the parent community, and "caring" about the student teachers in their schools.

Sergiovanni (1991) called for the development of powerful metaphors so as to capture some of the holistic nature of the leadership phenomenon. It is in this spirit that this thesis concludes with the presentation of a metaphor of leadership.

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This project began when a very special person introduced me to the excitement of research. Dr. Linda LaRocque, your personal guidance, and unwavering support and encouragement were at many times the support needed to continue this project. I am very fortunate to have found a teacher who is truly a friend. Thank you Linda.

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For their continuing support, interest, and friendship, I would like to thank Kelly, Rex and Rose. Thank you for your willingness to allow me to interview and shadow you.

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CHAPTER ONE
INTRODUCTION

Background and Rationale

In 1989, the Field Experiences department of the Faculty of Education at the University of Alberta initiated the "Partnership School Practicum Project." This alternative to the traditional practicum was based upon important findings from research dealing with school culture, reflective practice, leadership and shared working knowledge.

The "Partnership School Practicum Project" (PSPP), now finished its second year, involved three schools in the Edmonton area. It had a number of features that distinguished it from other practicum projects. Clusters of student teachers were assigned to each school rather than to individual teachers so that each staff as a whole accepted responsibility for the student teachers. The teachers met regularly to discuss issues of concern and to participate in professional development activities. School administrators were actively involved as they planned the professional development sessions for both student and cooperating teachers. In addition, the principals assumed the role traditionally assigned to faculty consultants, that of supervision and evaluation of student teachers. Three members from the Faculty of Education worked with the school during the practicum period, as new working relationships between the University and the three schools were explored.

As it was anticipated that more schools would be involved in the PSPP in the future, it was deemed important to obtain detailed descriptions of the contexts in which the PSPP operated in its first year. This study, then, was embedded in a much larger research project. Seven research projects were designed to look at school culture, teacher collaboration, teacher commitment, the change process, the role of the cooperating teacher and student teachers' experiences within the PSPP. Through an examination of the nature of the principals' involvement in the PSPP, the manner in which these principals served as educational leaders to their staff and to the student teachers as well, this study provides one important aspect of this description.

In what follows, descriptions of the principals' actual practices provides a bridge to insights into the assumptions, understandings and beliefs that underlie the nature of the educational leadership exercised by these principals.

Purpose of the Study

The central purpose of this study was to discover the meaning that three principals, considered to be strong educational leaders, gave to their roles and thus to develop an understanding of why they were excellent educational leaders. The data that were gathered have fostered an understanding of how these principals enacted their role as educational leaders and the nature of impact that these leaders had on their schools.

Five specific questions served to guide the development of this study and the analysis of the data:

1. What do the principals understand to be their role as educational leaders?

2. What do the principals as educational leaders do to realize the purposes that they hold for educational leadership?

3. What is the nature of the principals' involvement as educational leaders in their schools?

4. What factors hinder or promote the principals' ability to be educational leaders?

5. What issues are intertwined with meanings and actions of these principals as educational leaders?

Significance of the Study

The PSPP was initiated on the belief that an alternative to the more traditional practicum was needed. There was a perception that both teachers and students were isolated in their roles within the practicum. The school administrators, district administrators, and university administrators believed that this innovation in the practicum would also be beneficial to other stakeholders, including the entire teaching staff.

The theoretical significance of this study pertains to the nature of much of the exact literature related to school-based leadership. A common approach in that literature is to identify specific attributes, behaviors, or principles which may define or guide leadership endeavors. For example Sergiovanni (1984) discussed five leadership forces which include: technical, human, educational, symbolic and cultural. In 1990 (a) Sergiovanni defined four stages of leadership

which range from leadership by bartering to leadership by banking and in 1991 he referred to building of shared goals as "purposing." Maeroff (1988) discussed the empowerment of teachers; Lieberman (1986), collaboration; Little (1982), norms of collegiality and continuous improvement; and Duckworth and Carnine (1987), focused on the relationship between principals and teachers. All of this literature, while extremely valuable to the study of leadership, focused on specific aspects of educational leadership.

Barth (1990) pointed out that this focus on specific attributes, which he called "list logic," has contributed to improving education. He wrote for example, that "as one state education department's list of the ninety-one characteristics of the effective principal suggests, lists show that we know where we are going and that we are taking steps to get there" (Barth, 1990, p. 41). But Barth also pointed out dysfunctional aspects of list logic: "the vivid lack of congruence between the way schools are and the way others' lists would have them be causes most schoolpeople to feel overwhelmed, insulted, and inadequate - - hardly building blocks for improving schools or professional relationships" (Barth, 1990, p. 41). Sergiovanni (1991) expresses a similar concern with the partitioning of the leadership role. His concern related to "the mismatch between theoretical knowledge viewed as singular truth and its subsequent ill-fitting application to practice may seem to suggest that research-based theoretical knowledge is useless" (p. 8).

The approach in this study has been to acknowledge the value of individual pieces of theoretical knowledge, but to emphasize the portrayal of holistic views of three educational leaders. The holistic views serve to downplay the "list logic," and portray a complete study

of educational leadership as a complement to the existing body of literature on school leadership. Thus one purpose of the study is to offer a preliminary and tentative answer to Sergiovanni (1991) calls for new metaphors that are fitting with the new theory of leadership. To this end, I conclude the study with the presentation of a metaphor of leadership which encompasses the holistic nature of that role (Chapter V).

The study also has practical significance pertaining to the professional development of practicing administrators, aspiring administrators and the three principals involved in this study. Upon reading this report, administrators may be motivated to examine and reflect upon their own beliefs and practices. For the three principals involved in this study, having their beliefs and practices examined, then put into print, might provide encouragement and recognition, promote personal growth, and perhaps provide insight into different aspects of their leadership styles.

Definition of Terms

1. Vision: The moral imagination that allows an educator to see schools not as they are, but as they would like to see them become (Barth, 1990). The three principals who participated in this study used different terms to express this idea. Kelly referred to vision, Rex to philosophy and Rose to creed. For the sake of simplicity, vision will be used throughout this report.

2. Collaboration: "A term that implies the parties involved share responsibility and authority for basic policy decision making" (Hord, 1986, p. 22).
3. The Academy: A two day introduction to the PSPP. Student teachers were taken on tours of the schools involved in the PSPP and the philosophies of these schools were explained and discussed.
4. One-on-one sessions: A scheduled time where the principal meets with teachers on an individual basis.

Assumptions

A fundamental assumption of this study is that educational leadership is a diverse and complex process that can be expressed and executed in a variety of different manners. It was also assumed that the reputation of three principals as strong educational leaders was valid, and that they would be honest and accurate in describing their perceptions and actions as leaders, and they would view their educational leadership role as central to the role of the principal.

Limitations and Delimitation

This study was delimited to the three practicing principals involved in the PSPP. Due to the size of the respondent group, I was able to conduct multiple shadowing and interview sessions with each of the three principals. Data were collected during the eight week term in which the PSPP took place, from February until the end of April, 1991.

These factors, and the interpretive nature of the study, may limit the extent to which the findings can be applied to other settings.

Organization of the Thesis

This thesis contains five chapters. The first serves to introduce the study. In Chapter II the methodology is presented. Profiles of each of the principals are provided in Chapter III. These profiles contain verbatim comments from the principals about their roles as educational leaders. "Caring" is the organizational theme used to describe the practices of these three principals. In Chapter IV a detailed analysis of the theme of "caring" provides a more "fine grained" view of similarities and dissimilarities in the leadership styles of the principals. In this chapter, relevant literature is brought to bear on the analysis. Implications for future research are included in Chapter V. I conclude the chapter with personal reflections on my learnings as a researcher and the presentation of a metaphor that, based on this study, I tentatively offer as a useful framework for thinking about school leadership.

CHAPTER TWO
METHODOLOGY

Introduction

The central purpose of this study was to discover what three principals, acknowledged to be effective principals, saw as their role as educational leaders, and thus to develop an understanding of why they were excellent leaders.

In this chapter the following aspects of methodology will be discussed: the participants, data collection procedures, data collection, data analysis, trustworthiness, and ethical considerations.

Participants

My participation in the PSPP predetermined the participants for the study. All three principals, Kelly, Rose and Rex (pseudonyms), were high-profile principals, considered by their peers and their central administrators to be effective educational leaders. These principals, with their goal to improving the teacher education program at the University of Alberta, agreed to participate in the Partnership School Practicum Project (PSPP). This project has meant extra time and responsibility for the three principals in return for greater input into the structure and design of the PSPP.

Data Collection Procedures

This was an interpretive case study of three highly regarded principals. The three strategies that were employed during data collection were interviewing, shadowing and informal observation.

I was first introduced to Kelly, Rose and Rex on December 6 during an introductory planning meeting for the PSPP. At that time the purpose and research design of the study were introduced and discussed.

Interviews

"Interviewing" was chosen because:

> the naturalist prefers human-as-instruments for reasons such as their greater insightfulness, their flexibility, their responsiveness, the holistic emphasis they can provide, their ability to utilize tacit knowledge, and their ability to process and ascribe meaning to data simultaneously with their acquisition. (Guba & Lincoln, 1982, p. 245)

A pilot study, consisting of an interview with an elementary school principal, was conducted in order to practice and enhance my interview skills.

The purpose of the initial interviews during data collection was to obtain the principals' perceptions of what they saw as their role as the leader of the school and what they believed a leader should be. The lead question was, "What do you see as your role as the leader of the school and what do you think a leader should be?" This question was designed to be neutral, in the sense that it did not make a judgement as to what I thought a principal should or should not be doing. The principals' comments served to guide the remainder of the interviews. Subsequent interviews focused on clarifying, defining or synthesizing thoughts that were expressed during the initial interview. Although these interviews were semi-structured, casual conversations between the principals and myself also provided valuable information.

Shadowing

Shadowing the three principals was essential to my gaining a sense of Kelly, Rose and Rex as educational leaders. I was able to not only hear what the principals had to say about leadership, but also to witness the manner in which they acted out their beliefs in their daily activities.

Informal Observations

There were several occasions in which I was able to informally observe the three principals in their roles as educational leaders. Some of these occasions were PSPP functions, informal interactions and professional development presentations. The observations that were noted during these informal observations were included in my field notes and served to improve my understanding of the three principals.

Data Collection

Formal data collecting began when the principals gave guided tours of their schools. At that time they introduced me to some of the philosophies and concepts they believed to be essential to their schools. During the Academy, in which the student teachers were introduced to the PSPP, each schools' philosophy was shared with me once again. At that time I asked the principals if they would allow me to interview them about their leadership roles. They each agreed and we scheduled an appointment for approximately two weeks later.

During the initial interview I asked each of the principals about their leadership and what they see as their role. As the principals were

very clear about their role; I had no need to probe or redirect the conversation back to their ideas about leadership. After the interview a shadowing session, wherein I would follow them for half-a-day, was arranged.

During the half-day shadowing sessions with the principals, I observed interactions with secretaries, teachers, school administrators, students, parents and custodial support staff. The data that I gathered from observing these interactions was essential to my understanding of how the principals viewed their roles as educational leaders. Because I found the shadowing sessions so beneficial to my understanding, another with each principal was scheduled for approximately two weeks later.

The second shadowing session also took place over half-a-day. During this time, whenever time permitted, I did an informal member check with the principals to confirm what I had seen and heard during the previous shadowing session.

Following the second shadowing session, I asked each of the principals to permit me one more interview in which I would probe topics that arose from the previous interview and both shadowing sessions. All three of the principals agreed and interviews were scheduled. As indicated, the questions for these interviews, while centered on leadership, arose from comments and statements that the principals had made during the previous interview or from my observations during the two shadowing sessions (see Appendixes A, B & C). These interviews were more directed than the initial ones, focusing on information more specific to the topic of leadership style.

After these interviews, each principal was asked if, when their profile was written, they would read it to check for clarity and perhaps

challenge some of my interpretations of my data. All three of the principals enthusiastically agreed and told me to bring the results in whenever they were finished. This became an issue which is discussed below under the heading of trustworthiness.

Data Analysis

According to Bogdan and Biklen (1982), data analysis "is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others" (p. 145).

I began the process of data analysis with our first initial planning meeting on December 6. This initial meeting enabled me to gain a sense of the principals' interest in and receptivity to my research project. My thoughts and observations were recorded.

After the initial interviews, I decided that in fairness to each of the three principals, Kelly, Rex and Rose, I would analyze their data separately. This allowed me to gain a sense of who each of the three individuals were and their individual leadership styles.

All of the interviews were transcribed and they were then subjected to repeated readings which allowed me to gain a sense of the holistic nature of the data. The preliminary thoughts and ideas that arose from these readings were recorded on the margins of these transcripts. I then highlighted the categories that seemed to emerge from each transcript. The process began with categories that emerged from the first transcript. As the second transcript was scrutinized, new

categories were discovered and previous categories were either modified or revised. The result of this process was a set of categories that allowed data from all transcripts to be incorporated. This process also allowed me to informally identify the underlying theme that was embedded in the data.

Each principal indicated that it was important for their actions to match their beliefs. This became an important focus for the data analysis. I examined the data carefully to identify instances in which the principals' actions did or did not match their stated beliefs. This process involved careful consideration of my field notes from my shadowing sessions as well as the informal observations. These findings will be reported in detail in Chapter Four.

The principals' profiles were written with the intent that the principals "voices" would express their own beliefs about educational leadership. The process involved combining thoughts and ideas shared at different points in the data collection into a cohesive yet concise and accurate portrayal of each principal's beliefs.

Trustworthiness

My most difficult challenge during the data collection and the data analysis was to remain free of bias. In order to ensure that I accomplished this to the best of my ability, my thoughts, ideas, assumptions, reflections, beliefs, and doubts were confronted in my journal.

To assure that the holistic nature of the context was preserved and that the findings would be valuable to the participants, peer debriefings and informal member checks were conducted. Peer debriefings

involved a member of the PSPP reviewing interview transcripts and making her own interpretations of the data. These interpretations were then compared to those that I had made. In all cases, our interpretations of the data were very closely linked.

The principals were provided with a written report outlining my initial findings and analysis. During subsequent meetings no feedback was provided from the principals. Instead we discussed what I had seen, my interpretations of what I had seen and my interpretations of what had been said during the interviews. In this way, the credibility of the information was still enhanced and I did not add to the demands placed upon these busy educational leaders.

Once my data collection was complete, the first drafts of the "principal profiles" were given to Kelly, Rex and Rose, all of whom had agreed to provide feedback on the document. However, as none was forthcoming, after approximately one month, I asked them to review my revised principal profiles, and chapter four, the analytical study of the data.

Although I did make follow up phone calls seeking feedback, I was not comfortable pursuing this too assertively. These principals had already contributed much time to my study. It was nearing the end of the school year; and, Rex and Rose had been assigned to new school for the following year. They were all extremely busy.

As I did not receive any formal feedback from Kelly, Rex or Rose, I proceeded with the tenuous assumption that my analysis reasonably depicted their beliefs and their understandings of their practices.

Transferability has been enhanced through the use of thick descriptions of the principals' beliefs and practices. The dependability and confirmability of the research has been increased through the use of confirmability audits and peer debriefing.

Ethical Considerations

Because this study was imbedded in the larger PSPP project, one general consent form was sent to the principals involved in this study. Each principal received this consent form which assured that their participation was voluntary, that they had the right to alter transcripts, they could have declined from answering questions and that they were entitled to withdraw from the study at any time.

Kelly, Rex and Rose were pseudonyms, and have been used to ensure confidentiality for the participants. In addition at every meeting, Kelly, Rex and Rose were reassured that all responses and information would be treated as confidential and that all information pertaining to this study would be stored securely.

An ethics review form was completed and accepted that assured the University of Alberta that my research would follow ethical guidelines and that my participants would be assured of confidentiality.

CHAPTER THREE
A HOLISTIC PERSPECTIVE

Introduction

Each of the principals studied was unique and had very distinctive leadership practices. The common ground was that each had achieved remarkable success in their roles. This chapter addresses the concern that an "analytical" view of each of the principals would not adequately convey a sense of either why they shared that common ground or who they were as educational leaders. The purpose of this chapter, therefore, is to present a holistic view of the leadership styles of Kelly, Rex and Rose. The next chapter presents the analytical perspective.

In the "Principals' Profiles" which follow, I report the manner in which each of the principals expressed their views on their roles as educational leaders. As well as having unique styles of leadership, each had a unique vocabulary for talking about leadership. For example, Kelly spoke of vision; Rex, philosophy; and Rose, creed to refer to very similar leadership concepts. Although they used different words, "caring" was an underlying current which propelled each principal's view of leadership.

In this chapter, the leadership "stories" of each of the principals are told in their own "voices" as they describe their roles as educational leaders. Although the contents of the principal profiles are taken verbatim from the interviews, in combining comments from several interviews, I have in many cases changed the order in which these comments were shared with me.

Kelly

Kelly returned in January of 1991, after a four month maternity leave, to her second year as principal of Birch School. In her eleven years as an educator, Kelly has taught in Germany for the Department of National Defense, has been a consultant for three years, and an elementary classroom teacher for four years.

Although Kelly began her maternity leave in September she felt that it was important for her to be there for the school opening. She planned the two non-instructional days and was in the school while the children settled into classes. "It was really hard to let go. You have a vision; you know what you want to do, and you wonder if you were there, what kinds of things you'd be coordinating."

In describing her mobility into an administrative position so early in her career, Kelly asserts "I just feel really lucky. I've had a lot of really good opportunities, and that's been really exciting, and the change has been really positive."

Kelly's Profile

So what do I see my role as? I see myself as being an educational leader, a facilitator, . . . and I also see myself as being a person that needs to be a model. I think added to that I need to be current in my knowledge of educational research. I need to have a sound knowledge of curriculum and of the developmental stages of children so that I can coach and guide the decisions that the teachers make in the classroom as well. I do believe teaching is a demanding job and that you need support in doing it, so I see that as part of what I do as well.

I think a leader should have a vision and know what kind of school you want it to be, and that's not just your own vision, but a shared vision. I guess the task that you have is to really reflect on your own beliefs as an educator about children and about the learning process, and look at them: How do those beliefs translate into practice, that sound educational practice that has a research base to it?

What I'm looking at as an educator, for kids, for teachers, and for myself, is that we know what we believe, that we all create a philosophy and that we work to translate that philosophy into practice that obviously creates learning and success for everyone involved in that.

Then I think you look at the staff that you have, the team that you have, and work with that team to build a common vision or a shared vision. A lot of it certainly reflects your own beliefs and has to also reflect the beliefs of the staff.

I did a lot of team building last year. We talked right at the beginning of the year about beliefs, what do we believe about kids and learning? We used an active process and teamwork to generate beliefs. You see those posted in the staff room with the staff pictures. We talked about, then, how our beliefs translate into practices, and we reflected on a lot of the things that we're doing at the school in terms of our organization in learning, the strategies that we're using in our classroom, the way that we discipline kids and interact with kids; we reviewed the conferencing process and the reporting process for kids, all of those kinds of elements, to say, "Do we have a match? Where are we strong, and where can we be stronger? And do we all have a vision of where we're going?" That was a really important part of what we

did. That getting together weekly really created that sense of togetherness in a team, and I think that's important. I use that language a lot, because I think the language brings forth a concept, and I think that it's really important to talk about a team, and it does, it encourages people to be more that way. That's a really important part of it. Just that building of a vision, having a vision yourself, knowing where you'd like to see the school move and the staff move as a group and as individuals, and then having people buy into that vision, they become a part of it so that the work happens together, that we all move in the same direction.

One of the key things that's really important to me is that we're a team and that I'm a team player. I use the word team, but I believe in the concept, and we work really hard to feel like a team.

I guess I see my role as being a facilitator - - that my role is to empower other people within the school and to ensure that they have every opportunity to become the best teacher that they can be.

What I'm more aware of this year is using those same principles of learning and instruction with the staff that we use with the kids, so if I'm recognizing as a teacher that all kids can learn, then I recognize as a principal that all staff members can learn and that they're not in the same place and they're not moving at the same rate, but they're all moving forward, so that's my responsibility to ensure that they are, that they're feeling comfortable, they're feeling a part, and they're feeling successful in the things that we're asking them to do. What do I do to provide professional development opportunities or to facilitate growth in the teachers so they do feel that they're learning? What do I do for

the specific individual that acknowledges where they are and moves them on that continuum?

If each of the children are unique, so are the staff members. The things that motivate them, the things that reinforce them, the things that challenge them are different, and so the expectations in some instances have to be different.

If all children should experience challenge and success, what do I do with the staff to provide them with opportunities for challenge and success?

I had each of the teachers write a personal creed and their own vision of themselves as an educator: What am I working towards? What kind of teacher do I want to be? What do I really value? They've each then shared with me on one on one that creed. From the creed we establish goals for that individual so that some of the goals they identified for themselves and some I identified. With the creed first and that vision of yourself, I think the goal setting becomes much more meaningful and ties into those things that are truly important to you as an individual teacher.

"Together we are strong," I think, will become even more true this year than it was last year, so I think I'm branching out, too. I've stepped back, and I'm recognizing that some of the jobs I don't have to do myself and that there's other people on staff that can do them really well and sometimes even more effectively because they aren't the principal and the message is a different message than the message that I give when I speak to the staff. I think that's more the direction we're taking this year, is that strengthening and recognition of each team member and the strength that they have to bring to the situation.

There is, I think, a real commitment to everyone understanding what we'd done in the past, where we are at the present, and what we needed to do to become stronger. Then we worked through the past year to get the staff to celebrate, to get to celebrate the team that we had and the strengths of our team and still recognize that, sure, there's lots of work to do, but we're also feeling good about how far we'd gotten at this point.

Rex

Rex is presently in his fifth year as principal of Willow School. Previously he had been the principal at the smallest school in the district. With fifty-five students in that school, Rex commented that "I had never worked in a small school before: it was a real learning experience."

Getting to know Rex must begin with a glimpse of his personality and character. His sense of humor is pervasive. Rex dealt with every problem, issue, question, and comment with a laugh and an easy going comment. Rex appeared at ease and very relaxed amid the hurry and hustle of a principal's hectic life. Everything was organized, scheduled and done with a purpose, yet I am confident that each person who interacted with Rex was secure, comfortable and relaxed.

Rex's Profile

The role of instructional leader is one that, of course, is vital to the principalship, as far as I'm concerned. The dilemma that we always

face, of course, is the competing demands of all of the tasks that we're asked to do, but central to whatever we do, that instructional leadership role, in my view anyway, is essential; it's vital. That doesn't mean that the principal has to know everything that there is to know about all aspects of curriculum, but what it does mean, in my view, is that the principal has to have a philosophy that can be conveyed and applied consistently so that teachers, parents, children are hearing similar things from the person who happens to be in that particular leadership role.

I think that I, as an educational leader, I have to have some vision of what it is that I would want. I have a vision of what kind of school I want to have, and I share that with staff by setting for them at the beginning of any year and throughout the year some expectations that I have for teachers. I am very child centered. I don't want to set this school up so that it is a school that is just great for teachers. I want this to be a school that in any organization or philosophy that's central to what we do is children; that's our "raison d'etre." Those expectations relate to our interactions with children and parents and with each other. I also indicate that I want excellent instructional programs offered. I am not interested in minimum standards, and I hope that by modelling that in terms of my interactions with others, people will understand that that's a real expectation. I think that's part and parcel of what leadership is; you clarify for people what it is that is required, to set some ground rules.

I also think it's important that we are reasonably consistent with our community, that we can't say that we hold this philosophy near and dear to our hearts, but our practice, which is diametrically opposed, is what we're going to go with because it's practical. So part of my job,

too, is letting people know the values that I have, share with them the knowledge that I have, share with them the new things that I've learned, and to engage them, I guess, in thought and discussion about those kinds of things, and then together we set directions for our school. By no means do we need to be clones one of another, but we do need to have some common views.

I reaffirm to the staff the philosophy that we have in our school, and it sort of acts as a cornerstone that we can return to, and I think that's vital because we're not perfect people, that if we have some ideal to work toward, at least we know what we're working toward. We also have some frame of reference to check ourselves on or against.

I have to be fairly well versed myself in terms of what it is that we want to accomplish. And then, secondly, it's important to get to know the community in which you work, because communities are very different.

I think, thirdly, of course, it's vital to recognize the strengths of the staff with whom you work. The most perfect staff member has strengths and also weaknesses, if you like, or areas where they may wish to grow. Leadership also, of course, involves specific supervision of instruction. Setting up an environment that says teachers are allowed to take risks, teachers are encouraged to work together and share together, plan together, watch each other, model for each other, those kinds of things are part of leadership too.

And, finally, I guess, I think that what it comes down to is the relationship that you develop with all the groups, the community, with staff, with students, and so on, because the relationship is absolutely critical. I need to develop a trusting relationship with all of those

interest groups. It's very much a personal kind of almost style that says, "I will listen to people." I think it's important that people will want to come and talk to me.

It is important that we have a defined set of philosophies, we have a defined instructional focus, we have defined ways in which we interact, and those are well known to our staff. I believe that doesn't happen unless the person in the leadership position feels strongly about those things and conveys them.

Rose

Rose began her teaching career in the Maritimes. After that initial year, she and her husband moved west and Rose stayed home for five years to raise her family. When she returned to teaching, she discovered that she "loved" it. She returned to teaching for six years, and then with some encouragement from a friend and the school administrator applied for an administrative position. Rose's first few positions as assistant principal did not satisfy her need for freedom. She felt that something was holding her back. So she thought "the only way I'm going to do what I really want to do is to be the principal because then I can be the one to initiate things and I can be the one to try and get it going and not have the roadblocks put on me."

Rose's Profile

One of the things I really believe in as an educational leader is my ability to impact my staff. That's probably one of my key responsibilities to motivate my staff, to enable them to do the best for

students. I guess it's that whole idea of the administrator being a staff developer and try to bring that all together to move people in a positive direction, to get them excited about their profession. By getting the teachers thinking in a certain direction, I can get good things happening for kids. Of course, the child is at the heart of everything that I do.

One of the hardest things for me getting into leadership was when I came out of the classroom, I think, because I love teaching, and I love being with the kids. One of the reasons I wanted to get into leadership is because I wanted to have impact on more kids, so I came into it not because I wanted to have this kind of status job or whatever it is that some people feel the principalship is, but it was to be able to make a difference in terms of program planning and creating environments for kids that went beyond my own classroom as a teacher.

As an administrator, you have your own vision, it is important that you take time to articulate it and share it; otherwise people don't know you, and they'll spend half the year trying to figure out what it is you're really all about. So what I did was share my vision with the staff, "This is what I believe, and I don't want you to feel that you can't find your own way," and encourage them to look at their own beliefs and to realize that I'm not saying, "I believe this, and then you must."

I really believe if you're looking at a shared vision of school, as a leader you have to be able to say what you believe; it can't be just everybody kind of struggling together in that sense, because I think the modelling is really important, and in sharing my beliefs, I think staff were able to see how I approached it and what it meant to me and how I live it out.

One of the first belief statements that I have, as a leader, is that I believe in honoring human potential. So I talk to staff about everybody in this school, that, number one, we have to find out our own gifts and strengths; we have to be able to recognize what we have, and we also have to recognize what others have, so there's the shared thing, so that teachers in the school can openly share their gifts with one another or their strength and not feel that they're showing off.

Another statement is my belief in humanizing the environment, and I also believe that the physical environment reflects the human spirit in the school, so we talk about why we do the things we do, why we display certain things on the wall, that sets some value on kids. We go through actual activities that help us to focus on that whole aspect of humanizing the environment.

And then I also believe in a lot of values. The ones that we focus on the most in the school are faith, hope, love, and forgiveness. Those are the four that we really, really focus on. Faith in the sense of sharing our Christian faith, but also faith in the sense of affirming one another. In terms of hope, we're looking at the whole aspect with students in terms of those kids who are not succeeding. We have to find ways for them to succeed to give them hope. The forgiveness aspect fits into our discipline policy, so when people make mistakes around here we don't keep it on record.

The last one that I've really kind of worked on is this whole idea of building community. I believe in building community in the school, and in order to do that, you have to have that "I" and "we" vision. That has to be there, and the staff development component is a very strong part of that building community. In building community is that whole

idea of affirmation again, that we find ways to affirm one another, that we find ways to be supportive of one another.

The whole idea of cultural leadership, I'm kind of into that, too, that whole idea of teachers looking at symbols and working at higher metaphors. What cultural leadership does for children, is most important. But it also does a lot for staff, too. I think if you are able to develop a strong culture in the school, it really gets people excited about their profession as well.

Then in terms of leadership, I'm very, very driven by trying to find better ways of being a leader. I love looking at the successes and failures and saying, "Now, what could we have done in this situation? What would have been better?" Unless people are close to me and get to know me they don't know that I am not really after anything except to run a good school and enjoy what I am doing. It is intrinsic for me; I am not looking for the extrinsic reward. It is like Elliot Eisner said, "The journey is the reward" and that's the way it is for me.

Summary

These profiles have been presented so as to assist readers to gain a holistic understanding of each principal, their beliefs and their leadership practices. Through these profiles I have attempted to familiarize the reader with some of the findings which have brought me to the formation of the theme of "caring." The analysis presented in Chapter Four examines the manner in which "caring" was brought to life in each of the schools.

CHAPTER FOUR
ANALYSIS

Introduction

In Chapter Three, the words of the principals were used to present a holistic perspective on how these principals view their roles as educational leaders. In this chapter, the specific leadership style of each principal is elaborated. Although presenting a holistic view of leadership is the intent of this thesis, it would be inappropriate to neglect the "pieces" of this "whole." Barth (1990) felt that "list logic" alone was a very limited method of school improvement, yet admitted that "these myriad lists are making some valuable contributions" (p. 39). It is important to recognize the contribution of the traditional "partitioning" view of leadership. Each individual practice is an important part to the whole of educational leadership. It is for these reasons that an analysis of the leadership of Kelly, Rex and Rose is presented.

Each of the leadership practices that are presented here address the ways in which the principals lived their visions. "Caring" was central to these visions. Beck (1991) stated that "caring is a basic human activity which has as a goal the well-being of another "(p. 21). The individual leadership practices that are analyzed convey the caring of these three principals.

Caring about the well being and growth of others was the foundation of these leaders' visions. They in turn built a shared vision of caring with their staff members and modelled that shared vision. For each of them, it was also important to establish a team or community of

educators who shared common goals. Caring about student growth involved focusing on improvement, being visible in the school, and taking a personal interest in the students. Another means of enhancing and caring about student growth involved caring about teacher growth. Kelly, Rex and Rose established teacher expectations, facilitated the achievement of teacher goals, empowered and shared leadership with their teachers, supervised classroom instruction and built strong relationships with the teachers. Caring about their own personal growth was seen as enhancing the development of students, teachers and the school community as a whole. Parents were partners in the education of their children and thus Kelly, Rex and Rose saw the need to care for these parents. Caring was shown to the student teachers involved in the PSPP.

Analysis of these leadership practices incorporates a review of the literature as well as describes the similarities and differences in the three leadership styles.

Caring

Mayeroff (1971) suggested that human growth and development is the main goal of caring. "To care for another person, in the most significant sense, is to help him grow and actualize himself" (p. 1). And in 1990, Barth called for educators to recognize and practice the ethic of caring. The beliefs and practices of Kelly, Rex and Rose centered on this ethic of caring. Caring not only for the students, but the teachers, parents and for themselves as well. The caring practices which I observed in the practices of Kelly, Rex and Rose and which are

reported in this chapter include: having a vision; building a shared vision; team/community building; being a role model; caring about student growth, teacher growth and their own growth as principals; caring about the parent community; and caring about the student teachers involved in the PSPP.

Having a Vision

Much of the educational leadership literature focuses on the importance of principals having a vision. Common themes in the literature include that the principal's vision could build teacher commitment, that the vision must be meaningful to teachers, that visions should be clear and concise and focused on students' needs, that ineffective principals seemed to lack vision, and that due to time constraints placed on principals it was vital that principals have a vision.

In order for principals to establish priorities for their day to day activities, they must have a vision of what they are working towards and a direction to focus their energy (Kimbrough & Burkett, 1990). "Vision refers to the capacity to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization" (Sergiovanni, 1984, p 8). Duke (1990) stressed the importance of principals' vision being meaningful to all those who were to be affected by that vision.

Rutherford (1985) found that effective principals could articulate their goals for their schools without hesitation. These goals included finding ways to meet the learning needs of all students and helping teachers adjust to a changing school population. "The principals

responded with enthusiasm that reflected their personal beliefs in and active support of these goals. Note, too, that their goals focused on students" (p. 32).

Blase (1987) when looking at ineffective school leadership, found that ineffective leaders were inconsistent and unpredictable, set ambiguous expectations, were indecisive and had poorly defined goals and lack of direction. These ineffective leaders did not have a vision or a direction to guide their decisions and actions. It is not enough that principals have a vision, that vision must be communicated in a clear, decisive manner through words and daily actions to staff, students and parents.

During his 1988 study of 43 full-time principals, Stronge (1988) found to his disappointment that only eleven percent of principals' time is spent on instructional leadership. Due to the multiplicity of tasks and the diversity of functions, the predominant quantity of the principals' time was spent on school management activities. Thus it was of vital importance that principals have a vision which provided a directive for their actions.

When speaking of the matters to which the literature cited above refer, Kelly spoke of vision; Rex, philosophy; and Rose, creed. For simplicity and because it is the most commonly used term in the literature, regardless of the principal to which I am referring, I will use the term vision throughout this chapter. The three principals believed that having a vision was of vital importance to their leadership roles. They felt that unless educational leaders reflected on their beliefs and used those beliefs to establish a vision, there would be no solid foundation upon which to base decision making and priority setting. As

Rose stated "the leader of the organization must have a clear view of where they are going."

Kelly stated that having a clearly defined vision had assisted her in establishing priorities and defining goals. "It's really easy to make sure your mail folder is empty or those calls are returned and the paperwork is downtown on the right date, and yet I think when I really think what a principal should be, those aren't the things that come to mind for me. It's the facilitation of growth and those other things that are more important. So why am I always frantic when I have piles on my desk? That's why: It's because I put my time into other things, and sometimes that makes it really busy when I think of it all; it lets people know what I value."

Parts of the principals' visions were also similar. Kelly, Rex and Rose all believed in the importance of building a shared vision with their staffs. At the center of the principals' vision were the students within their schools. Rex called this the "raison d'etre." All other beliefs and goals were established with the students as the central priority. An important part of the principals visions was the belief in their ability to facilitate growth for students, teachers, the parent community, and of course, themselves. They saw this as essential to providing the best possible educational programs for the students at their schools.

All three of the principals felt that it was important to set expectations for the staff: expectations for growth, collaboration, professional development and the expectation that teachers would model school beliefs. The principals also indicated that formative supervision

processes were part of their responsibility in facilitating growth for their teachers.

The principals shared the belief that they too had the responsibility to model the school belief statements to the students, teachers and parent community alike. Setting up risk-free environments, encouraging growth, knowing the community, and recognizing the strengths in their staff members as well as the student body were some of the beliefs that the principals felt they should model.

Each of the principals was a unique individuals and as such their visions contained qualities that were also unique. "Team" building was an important part of Kelly's vision. The team that Kelly discussed consisted of teachers, students and the parent community as well. Rose's creed also contained this belief but the term "community" was used to describe the students and teachers within the school.

Rex was unique in the sense that his philosophy did not indicate the importance of team or community. Rather, personal relationships with students, teachers and the parent community were an important focus for Rex.

Similarities and differences existed in the visions of Kelly, Rex and Rose, yet the belief that educational leaders must have a vision was constant. Kelly, Rex and Rose believed that the leader of the school must have a direction and a sense of what they accomplish.

The literature that dealt with educational leaders having a vision was very consistent with the data collected on Kelly, Rex and Rose. The principals' visions were clear and concise and the principals openly shared their visions with the school community, the students, teachers and parents. The visions served to clarify the principals' roles in that

their visions formed the foundation for decision making and priority setting.

Building a Shared Vision

Although building a shared vision was not mentioned specifically by Sergiovanni (1990 b) and Rosenholtz (1989), both authors stated the importance of establishing school wide goals. Sergiovanni referred to this as "leadership by bonding" and "purposing." Rosenholtz then provided examples of practices that principals can use to build school wide goals.

According to Sergiovanni (1990 b) leadership by bonding involved establishing shared values and commitments. Both of these qualities were essential for building a "team" or "family" atmosphere in schools.

> The fleshing out of this vision requires the building of a shared consensus about purposes and beliefs that creates a powerful force bonding people together around common themes. This provides them with a sense of what is important and some signal of what is of value. With bonding in place the school is transformed from an organization to a community. (Sergiovanni, 1991, p. 180)

This building of a shared vision was referred to by Sergiovanni (1991) as "purposing." He pointed out that "purposing is a verb that points to what principals do to bring about a shared consensus tight enough and coherent enough to bond people together in common cause and to define them as a community but loose enough to allow for individual self-expression" (p. 180). Sergiovanni (1984) reminded us that "in excellent schools things 'hang together'; a sense of purpose rallies people to a common cause; work has meaning and life is

significant; teachers and students work together with spirit; and accomplishments are readily recognized" (p. 4).

Rosenholtz (1989) stated that

> principals who involve teachers in generating information about the goals of teaching, in scanning and choosing the best alternatives, grant teachers a part in constructing school reality. Moreover, principals who facilitate networks among teachers to exchange ideas about the best way to reach school goals, who encourage teachers to accomplish school goals, and who themselves help teachers accomplish school goals, orient them to the school as a collective endeavor. These conditions increase the probability of shared schoolwide goals. (p. 15)

Having a personal vision was critical to Kelly, Rex and Rose but equally important was the building of a shared vision with their teaching staffs. As Kelly stated "Having a vision yourself, knowing where you'd like to see the school move and the staff move as a group and as individuals, and then having people buy into that vision, they become part of it so that the work happens together, that we all move in the same direction."

For the three principals involved in this study, there was a common belief that the school staff must build a shared vision. The processes by which Kelly and Rex built shared visions with their staffs were similar yet different in some respects from the process that Rose used with her staff.

Kelly and Rex had their staffs as a whole reflect upon their beliefs about education, how children learn and about their teaching practices. Through an interactive process the teachers at Birch and Willow Schools then shared their personal beliefs about being an educator. It

was only at this point that Kelly and Rex shared their personal visions and some of their educational experiences, as a staff member. Rex felt that part of his role in this process was to "let people know the values that I have, share with them the knowledge that I have, share with them the new things that I've learned and to engage them, I guess, in thought and discussion about those kinds of things, and then together we set directions for our school." This philosophy statement was prominently displayed above the staff room sink and in other areas of the school as well as distributed to the school community.

Kelly and her staff found many similarities in the belief statements that were shared and thus developed shared beliefs. These belief statements and each individual teachers beliefs were then displayed on the staff room walls. Some of these belief statements included:

> We believe that every child can become a responsible learner in a positive environment.
>
> We believe that each child is a unique individual who deserves to be treated with respect and dignity. We believe that each child has the right to be able to learn in a safe and secure environment that allows for challenges and success.

The process through which Rose and her staff developed a shared vision was different from that of Kelly and Rex. Rose felt that it was important that, at the outset, her staff know what she stood for and what she believed in: "If you have your own vision, it is important that you be able to articulate it and share it . . . this is what I believe, and I don't want you to feel that you can't find your own way, and encourage them to look at their **own**."

Rose then lead her staff in reflecting upon their own beliefs. "What do **you** believe then?" She asked her staff to focus on someone who touched their lives and then search for the values and beliefs. Each person's belief statement was called an "I" statement. Rose then had her staff get together and form "We" statements in small groups. "You take all of those 'We' statements and pool them all together, and you'll find there's a lot of overlap. . . and out of that comes the school creed."

Kelly, Rex and Rose felt that these processes enabled their staffs to better match their practices with their shared school vision and to articulate that shared vision. Kelly asked her staff: "Do we have a match? Where are we strong, and where can we be stronger? And do we all have a vision of where we're going?" Rose referred to this as "Walk the Talk." She had her staff break into small groups and said, "Okay, if we are saying that, how are we living it out in the school?" Some examples of "Walk the Talk" statements were:

> To build self-esteem in children, I will talk to children every day and make time to discover the best in each child.
>
> I will create a positive atmosphere in the classroom by greeting students and talking to them when they arrive in the classroom.

In Birch, Willow and Maple Schools there was a sense of purpose that was significant to the teachers and students of these schools. Kelly, Rex and Rose, through their building of shared vision, developed a unified purpose with the staff and, in turn, this purpose was shared with the students of these schools. The literature supports the beliefs and the practices of these educational leaders in building a shared vision with their school community.

Team/Community Building and Personal Relationships

Recently, authors writing about team building have focussed on areas such as collaboration, collaborative research, norms of collegiality, school culture, and community building activities.

Ann Lieberman (1986), when discussing collaboration in a school setting, stated:

> schools where people work together to confront their problems, where teachers have maximum autonomy to do their work but are collectively engaged in dialogue about the central problems of the school, are places that are more likely to be successful for the adults and the children. (p. 5)

Little (1982) in a focused ethnography involving 105 teachers and 14 administrators found that

> more successful schools, particularly those receptive to staff development, were differentiated from less successful (and less receptive) schools by patterned norms of interaction among staff. In successful schools more than in unsuccessful ones, teachers valued and participated in norms of collegiality and continuous improvement (experimentation); they pursued a greater range of professional interactions with fellow teachers or administrators, including talk about instruction, structured observation, and shared planning or preparation. (p. 325)

Little (1982) also found that there were two norms that contributed to successful schools: the norm of collegiality and the norm of continuous improvement. Collegiality, which was enhanced by a large number of interactions, generated commitment and shared values among teachers. The norm of continuous improvement was fostered by the expectation that all teachers would continue to improve. Little found that these two norms resulted in the development of shared values and commitment to improving instructional effectiveness.

Little (1982) suggested that: principals must articulate the expectation that staff must be knowledgeable and continually improve their teaching practices, principals should model the desired behaviors of collegiality by participating in these activities, principals ought to reward teachers who are making a conscientious effort to improve their practice and in turn must protect these teachers who are taking risks.

Deal and Kennedy (1983), when discussing school culture, stated that school culture was important to a school setting for two reasons.

> Strong cultures provide the internal cohesion that makes it easier for teachers to teach; students to learn; and for parents, administrators, and others to contribute to the instructional process" and "through shared values, heroes and heroines, rituals and ceremonies, and a supportive informal network, a school can communicate its identity to outside groups and get them involved (p. 15).

Deal and Kennedy (1983) suggested that principals must reflect desired values in their words and actions, anoint heros and heroines among teachers, students and parents who represent those values, provide time to discuss the values and philosophies of the school, tell stories about student improvements, write personal notes to students, and publicly recognize a teacher who has helped a student, in order to develop school culture. Deal and Kennedy concluded that "a strong culture will yield dividends in learning achievement, morale, personal growth, and other indicators of school performance" (p. 15).

Kelly and Rose included team building and community building, respectively, in their visions. Rex, while believing strongly that he and his teachers must be consistent with parents and students, did not

emphasize team or community building, but rather the building of personal relationships.

"Together We Are Strong" was the message displayed at both Birch and Maple Schools. Building a school team or community was an integral part of Kelly's and Rose's visions. Different leadership practices were employed to establish and strengthen the team at Birch and the community at Maple. The shared visions that were established in these schools were just the foundation upon which other team building activities were based.

Kelly and Rose scheduled release time into the timetable, thus providing teachers the opportunity to work collaboratively within the school setting. Opportunities such as intervisitations, through which they were able to observe each other, and collaborative planning times were available to teachers.

Structures such as monthly professional development sessions and weekly subject meetings at Birch and weekly staff development sessions at Maple also accommodated teacher collaboration. The weekly staff development sessions also support staff discussions about their roles as educators. Messages such as: "shaping the future . . . by present action" were shared with the staff as a source of community inspiration.

Students were part of the team and community. To enhance the creation of the school team, Kelly had every classroom develop a classroom creed. These creeds served to allow students to take ownership of the discipline in the classroom and ultimately the school. These creeds defined the students' rights and responsibilities in that classroom:

I have the right to be respected.
I have the responsibility to respect other people.

These classroom creeds, the school assemblies and the pro-social skills focus for Birch school, all enhanced student participation in the school team. Rose included cross grade groupings and communities of classrooms within the school in order to provide students with opportunities to build community relations with other students.

"Together We Are Strong," a slogan adopted by both Birch and Maple Schools reflects the high value placed on shared decision making. Kelly and Rose used the process of shared decision making because as Kelly stated "it's really important . . . because I don't think that you really buy into the decision unless you've had a voice in it, so we used the process of shared decision making quite a lot."

Rose also focused on cultural leadership to enhance the school community. This involved establishing a bond, creating a focus, having the staff take ownership in the school, telling stories that involved heros and developing rituals. Symbols such as rainbows, prisms, and butterflies provided visual images of the culture of Maple School. Events such as the Easter anti-racial discrimination day were celebrations of the joy of being a school community.

Another part of building a school community at Maple School was Rose's belief in "honoring the human potential." The talents of individuals were celebrated and shared with the school creating a sense of belonging to the community.

Team work was evident at Willow School in teacher discussions, committee work, weekly assemblies, consultations with the teacher-librarian, intervisitations and grade group meetings after school. But

Rex did not stress the importance of developing a school team as did Kelly and Rose. What was important to Rex was that he and his staff portray a common and thus consistent philosophy to the students and parents of Willow School. To him it was the relationships through which the school philosophy was communicated that were of importance.

The school philosophy that was formed through a collaborative process provided the "ideals" to which Rex and his staff could strive. Monthly staff meetings were structured to enhance the staff's ability to reach the ideals of the philosophy. Committees were formed to empower staff. Staff meeting were also designed for teachers to share ideas about the professional development activities which they attended.

These team building activities were a means by which a consistent school philosophy was communicated and modeled to the students and parents of Willow School. Through his personal relationships with the teachers as well as the students and parents, Rex was able to assure that the school community was moving in a desired direction and that everyone within the school community understood the direction that was taken.

Kelly and Rose referred to team/community building in their visions. Their practices within their schools facilitated this team/community building. Rex relied on strong interpersonal relationships to convey a consistent school philosophy. Although he did not speak directly of team or community building, the practices within Willow School supported the existence of team at Willow School. Lieberman (1986), Little (1982) and Deal and Kennedy (1983) would

support the beliefs and practices of these principals in building a team that would enhance the education of their students.

Being a Role Model

The influence of the principal as a role model is another common theme in the leadership literature. Bennis (1984) referred to modeling as the communication of goals, while Dwyer (1986) found that modelling enhanced teacher commitment to those goals. Sergiovanni (1984) discussed "symbolic leadership" as what the principals communicate to others. Tarter, Bliss and Hoy (1989) found that principals who model hard word actually foster trust in administration.

The ability of the leader to draw others to them by communicating an extraordinary focus of commitment was referred to by Bennis (1984) as management of attention. In order to be a manager of attention, principals must be clear and visible role models who tie their beliefs and goals with their actions and behaviors.

Dwyer (1986) found that although successful principals were busy people, they designed their routine behaviors to progress incrementally towards their goals. These daily behaviors, because of their modelling influence, enabled the principals to enhance teacher commitment toward the goals of the organization.

Sergiovanni (1984) used five metaphors to describe leadership forces. The symbolic leader "assumes the role of chief and by emphasizing selective attention (the modeling of important goals and behaviors) signals to others what is of importance and value" (p. 7). Activities such as touring the school, seeking out and spending time with students, emphasizing their leadership role in educational concerns and

down playing their managerial concerns, visiting classrooms and taking an active part in ceremonies and rituals provided a unified vision through proper use of words and actions. Practices such as these, Sergiovanni (1991) associated with symbolic leadership:

> The symbolic force of leadership derives much of its power from the needs of persons at work to have a sense of what is important and to have some signal of what is of value. Students and teachers alike want to know what is of value to the school and its leadership; they desire a sense of order and direction, and they enjoy sharing this sense with others. They respond to these conditions with increased work motivation and commitment. . . . What the principal stands for and communicates to others is emphasized. (pp. 103-104)

Tarter, Bliss, and Hoy (1989) discussed the importance of trust within a school setting. They found that "principals who are helpful and genuinely concerned about the professional and personal welfare of their teachers are most likely to have the trust of their teachers" (p. 305) and in their conclusion stated "the principal's constructive criticism and hard work set an example and foster trust in the administration" (p. 306).

An important aspect of Kelly, Rex and Rose's leadership was being role models; models that matched beliefs and practices, and enacted their schools shared visions. This involved the principals challenging staff members to grow as they would have staff challenge students, recognizing staff successes as they would have staff recognize student success, providing individualized goals and opportunities to achieve those goals as they would have staff provide students with individualized programs and opportunities to achieve goals, supporting

staff members as they would have staff support students, challenge and improve school routines as they would have staff challenge and improve classroom routines, providing risk-free environments for teacher growth as they would have teacher provide risk-free environments for student growth, providing opportunities for teacher collaboration as they would have teachers provide opportunities for student to collaborate and learn from each other, and participating in professional development as they would have teacher participate in professional development.

These leadership activities of Kelly, Rex and Rose were of vital importance to their roles as the educational leaders. The literature suggests the importance of the principals' modeling the schools' shared vision in their daily activities and in turn signalling to others what is important and of value. It was through the modelling of these beliefs that the educational leaders built commitment and support for those shared beliefs.

"Caring" about Student Growth

There were three aspects of "caring" for student growth that were identified and/or practiced by Kelly, Rex and Rose: being visible, focusing on improvement, and taking a personal interest. Being visible within the school was an important means by which Kelly, Rex and Rose demonstrated their "caring" to the students. The focus on improvement dealt with the improvement of the instructional programs as well as the growth of the students. In order to provide strong instructional programs within the school, the principals made an effort to ensure that

the teachers, who were leading the instructional programs, were the best teachers they could be. Finally, although taking a personal interest in the students was never formally mentioned by the principals, their actions revealed that this was also an important part of their roles as educational leaders.

Being visible . Goodlad (1978) reminded us that the principal is accountable to the students within the school. Some authors found that accountability to students can be linked with the principal's visibility within the schools and can assist in communicating the goals of the school. Being visible allowed the principals to gain insights into the improvement of instructional programs.

Goodlad (1978) pointed out that placing managerial tasks at the focus of the principals' role

> is to commit a fundamental error which ultimately, will have a negative impact on both education and one's own career. Our work for which we will be held accountable, is to maintain, justify, and articulate sound, comprehensive programs of instruction for children and youth (p. 326).

Hall, Rutherford, Hord and Huling (1984) stated that in order to be accountable to students, principals must be actively involved in students' daily lives, establish priorities among teachers to provide the best possible educational programs, and never lose sight amidst their hectic schedules of their responsibility to students' education. Dwyer (1984) found that principals' concerns about student education were often the starting places for their planning. "Principals' expectations for their students, then, were an essential aspect of their overarching

plan and a source of influence on the nature of their routine activities" (p. 33).

Kelly, Rex and Rose all agreed that it was important for themselves, the teachers, the students and the parent community that they, as educational leaders be visible within the schools. These leaders felt that they must be aware of the happenings in and about the school. In order for them to have this understanding, Kelly, Rex and Rose felt that they needed to be inside the classrooms and in and among the students and teachers. Kelly, who scheduled a quarter of her day, every day, to be in classrooms, stated "I want to show them that I care about what they're doing and that it has value to me. . . . [Being in the classrooms] helps me to know programs and know teachers and to feel really comfortable with the things that are happening, but more than anything, to help in the celebration of that, too."

Observing Kelly, Rex and Roes make classroom visits confirmed that classroom visitations were not just a belief but a practice. Students and teachers alike were not disturbed by their presence in the room. After they were greeted with warm smiles, the students and the teacher continued with the lesson or the activity.

Kelly's, Rex's and Rose's interactions with students in the classroom and in the hallways projected clear messages of "caring" for the students. Students were greeted with warm smiles on a first name basis, teased, or the principals would simply put an arm around the students or on their shoulder as they walked and talked.

Each principal scheduled school assemblies where they would participate in the celebration of school events and individual students learning. Kelly participated in, organized and chaired the assemblies

that took place three mornings a week. It was important to Kelly that she participate in the celebration of the children's learning and that the students recognized her and her interest in their learning.

Rex made a point of always being at the school during the lunch hour. He felt that the lunch hour was the only occasion teachers had during the day to meet with him, and that it was his responsibility to be available to them.

The sign on Rose's office door read "Principals Love Kids." This sentiment was reflective of Rose's "open door." When her door was open, and even at times when it was closed, important events and issues would be brought to Rose's attention. On one occasion, Rose had an entire class gather in her office so that the teacher could use Rose's display of dragons as an anticipatory set for a lesson. Facing the glass wall of Rose's office, was a child-sized table that was available to students who had spare time or who wanted to share something with her.

There is a very tight link between what the literature states and what Kelly, Rex and Rose are actually doing in their schools. Being visible provided the opportunity to communicate with student, teachers and parents but equally important, being visible increased their knowledge of the educational programs and gave these principals insights into how to improve these programs.

Focus on improvement. The improvement of school instructional programs, according to many authors, involved principals setting expectations for growth in their staff members. Principals must also participate in professional development in order to challenge the current

practices within the school and stimulate new ideas and programs. Principals must have a view of what schools could be and challenge both themselves and their educational staff to grow towards that view.

Effective educational leaders sought excellence not only in their own personal development, but in the development of teachers, students and the school as a whole. In order for principals to motivate their staff towards innovation and excellence, principals must communicate high expectations, and recognize professional accomplishments (Larson, 1987).

Cooper (1989) asked 149 successful principals to describe their participation in professional development activities and how they had achieved their success. She found that "commitment to improving their schools' instructional programs is the vital thread that connects their formal training experience, their on-the-job learning, and their personal growth" (pp. 13, 14). Cooper also found that the focus of most of the professional development sessions was on instructional leadership.

> Instructional leaders are not simply problem *solvers*; they are also problem *definers* who grow and develop professionally by **being actively and constantly engaged in improving their schools**, a process that requires reaching out, exploring new ideas, and participating in training activities that will challenge current ways of thinking. (p. 16) [Emphasis added]

Cooper (1989) concluded that educational leaders were active principals who followed hunches and grew and developed professionally by actively improving their schools. These instructional leaders were eager and critical learners. "Because they have defined themselves as learners as well as leaders, their mode of instructional leadership

provides for learning and working with others - - teachers, students, and parents - - to improve instructional quality" (p. 16).

Principals must have a commitment to improving their schools and the instructional programs within their schools. Glickman (1985) contended that educational leaders "need to understand the exception - - what teachers and schools can be - - in contrast to the norm - - what teachers and schools typically are. They need to understand how [to] break the norm of mediocrity found in typical schools" (p. 7). Oliva (1984) suggested that educational leaders should be able to stimulate thoughts about new and improved ways of doing things while, at the same time, conveying the attitude of valuing and seeking the ideas of others.

Birch, Willow and Maple schools were considered innovative and creative schools with excellent programs. Birch was built and designed to house a non-graded program. The structures in place at Birch spoke of their attempt to achieve a continuous learning program. Willow had a very strong language-learning philosophy which assisted the educators in meeting the needs of their students diverse ethnic backgrounds and the numerous special needs students. Maple school has been identified for its strong literature based language program as well as its strong school culture. Despite their reputations for excellence, the schools were in a state of continuous improvement in order to better meet the needs of their students. As Rex stated, "I am not content simply to maintain what has gone before - - Education is sort of a change industry, and if we're not moving with that, then we have a real problem."

Kelly, Rex and Rose and their staffs were continually exploring new ideas and challenging their present ideals. Professional development sessions, both within and outside the school setting, for the principals as well as their teachers, were a source of encouragement and innovation. Teachers were invited to share new ideas and successful experiences within their classrooms at staff meetings and at school professional development sessions. The programs at these schools were assisted by their teacher-librarians. Collaboration between the classroom teachers and the teacher-librarian encouraged teachers to develop new programs and strengthen existing ones. Intervisitations structured to allow teachers to observe in each others' classrooms, assisted the teachers in forming new ideas and approaches and perhaps improving their own. Through these opportunities for collaboration, the principals and the teachers were encouraged to share new ideas and explore new approaches to their teaching practices.

This year Kelly and her staff at Birch decided to challenge themselves by focusing on pro-social skills for the students. They looked at their ideal of defining the rights and responsibilities of the students and asked themselves, as teachers, what skills were needed as a staff to assist students in making appropriate choices. Focussing on pro-social skills was a challenge not only for the students, but for the teachers and school administrators as well. In fact, focusing on this project encouraged growth as a school team as well.

To lead the staff development sessions, Kelly, Rex and Rose had to participate in their own professional development. Some of their professional development came from the ideas of the staff members. When the drama teacher asked to facilitate the elementary drama

program, Rose gave the concept an attempt, watched for reactions of student and teachers and when it was greeted with success, scheduled the time into the timetable.

Everything that these principals planned for the staff development sessions were meant to go back into the classrooms. To them, "stretch", a term used frequently by Rose, meant stretching for themselves, their staffs, their students and also their instructional and educational programs.

Birch, Willow and Maple Schools had been identified for the PSPP because of their reputations for being excellent, innovative and creative schools. The staffs at these schools were not willing to simply maintain the instructional programs they had but were continually striving to modify, adapt and improve teaching strategies and educational programs. Kelly, Rex and Rose played a significant role in stimulating their teachers to constantly improve and grow. When the principals themselves, along with their teaching staff "stretched," the benefits of that "stretching" were visible in the instructional programs of the school.

Taking a personal interest. Principals' personal interest in students is an area of leadership that is not directly addressed in the literature. Although Kelly, Rex and Rose did not explicitly indicate in their vision statements that part of their role was to take a personal interest in the students of their schools, their actions and practices indicated that this was so.

When Kelly visited classrooms, she made a special effort to talk to the students. She was aware of special needs students and students

who were having some kind of difficulty or crisis. Kelly knew about and made a special effort to acknowledge a little girl who would not talk to either Kelly or her teacher. Kelly engaged a student who was standing alone at recess in a discussion about the playground. In one instance Kelly took a student to lunch, a place of his choice, after he successfully completed a contract he had made with Kelly to improve his attendance record.

With his strong belief in the value of personal relationships, Rex too took a personal interest in the students at his school. When he visited classrooms he would talk to the students about their work or listen attentively to their stories about something that was concerning them. Rex took a personal interest in a junior high student who was at Willow School on a work experience program. When students were in the office, Rex took that opportunity to talk to them. In one instance Rex personally assisted a student who was not feeling well. Even little comments from Rex like "I like your new haircut" expressed his personal interest in the students in his school.

When Rose shared her personal creed with all the students of Maple School, she was expressing personal interest in their education. This sharing was an indication that Rose herself was interested in them and wanted them to understand her and what was important to her. The dragons and rainbows that adorn Rose's office ceiling, were painted on the ceiling tiles by junior high students who appreciated the special interest that was taken in them. A junior high student who was having problems at home sought Rose out and, although she was on her way to a conference, Rose stopped to listen to this student, then arranged to meet with her after school. The sign on Rose's office door stated that

"Principals Love Kids." Rose modeled this through the personal interest she took in the students at Maple School. "The principal can't be somebody that's just supporting the teachers and not the kids!"

"Caring" about Teacher Growth

For Kelly, Rex and Rose "caring" about teacher growth involved setting teacher expectations, facilitating the achievement of teacher goals, empowerment and shared leadership, supervising instruction, and establishing positive relationships with their teachers. Each of these leadership practices conveyed the "caring" and nurturing these principals provided their teachers.

Teacher expectations. Establishing expectations is considered by many authors to be an essential aspect of leadership. Little (1982) referred to norms or shared expectations within a school setting through which teachers gain an understanding of the expectations placed upon them as professionals. Duckworth and Carnine (1987) stated that teachers, although needing room for individuality, need constant standards established within the school.

Little (1982), in a study of 105 teachers and 14 administrators, found that

> some schools sustain shared expectations (norms) both for extensive collegial work and for analysis and evaluation of an experimentation with their practices; continuous improvement is a shared undertaking in these schools, and these schools are the most adaptable and successful of the schools we studied (p. 338).

Little (1982) elaborated on the expectation for shared work or a norm of collegiality and the expectation for analysis, evaluation and experimentation or a norm of continuous improvement. She stated that teachers

> learn either to pursue the connections between teaching and learning with aggressive curiosity and healthy skepticism, or to take simply as self-evidently effective those tactics that sustain some measure of interest, achievement, and decorum among a reasonably large number of students. (p. 339)

Duckworth and Carnine (1987) expressed their view that "although teachers need discretion to adapt the school program to different classes of students, they need consistent standards and expectations from administration" (p. 463). They found that

> The principal can establish an expectation for good teaching by the way he or she conducts faculty meetings and staff development activities, and these occasions can provide inspiration for the teacher who otherwise might wonder whether anyone cared. (p. 464)

Kelly, Rex and Rose, by establishing shared visions with their staffs, had indirectly set certain expectations for their teachers. The teachers were expected to contribute to the formation of the shared vision and then support, through their words and actions, those shared beliefs. Kelly, Rex and Rose expected their teachers to model and articulate the vision to their students and to the parents of those students.

Some might view the process of establishing expectations as a form of control rather than a means to express "caring." The expectations that were established in these schools were witness to the fact that we set expectations only for those we care about. Even the

methods through which these expectations were set expressed the sense of caring about teacher growth. Although Kelly, Rex and Rose shared the belief about the importance of setting expectations for their staffs, the practices by which this belief was expressed varied.

The belief statements and the school goals at Birch School contained very specific guidelines to which Kelly expected her teachers to adhere. This is one of the belief statements:

> We believe that every child can become a responsible learner in a positive environment.

These were more than words. It was clear that Kelly expected her teachers to establish positive environments in their classrooms. And she supported them in this endeavor. One of the ways in which she did this was to have the topic of establishing positive classroom environments addressed directly in staff meetings and professional development sessions.

An important part of the Willow School philosophy was to provide individualized programs which included realistic goals and expectations for students. Parents were also an important part of the school's philosophy. Rex expected his teachers to model and articulate this belief in their interaction with parents and students. Teachers were expected to be flexible in their planning in order to offer choices to students. They were also expected to encourage parents to become active partners in their child's education.

Teachers were expected, as it was part of the school creed, to "honor the human potential" in every student in Maple School. Teachers were expected to look for the best in everyone and reward that best rather than awarding "the" best. In addition, teachers were

expected to establish risk-free environments in their classrooms that would enable every student to develop to their fullest potential socially, spiritually, emotionally, physically, and academically.

The structures of Birch, Willow and Maple School contained implicit expectations for teachers. Birch School was a non-graded school in which students progressed at their own pace along the curriculum continuum. Teachers were expected to plan, organize, evaluate and report in methods that would be consistent with this non-graded approach to schooling.

The Language Learning Philosophy was an important part of the instructional structure of Willow School. Teachers were expected to articulate the purposes of the Language Learning Philosophy and to participate in this program. Teachers were also expected to provide special programs for special needs students. The grade one/two teachers were expected to allow all students the opportunities to develop at their own paces.

Maple School was recognized as having a strong literature based language program. The teachers at Maple School were expected to work within this structure. They were expected to help prepare, manage and participate in a school based language learning lab.

The collaborative structure within the schools also dictated certain expectations for teachers. The teachers in these three schools were expected to work collaboratively with other teachers. Scheduled cooperative planning times and committee meetings were used to coordinate programs, discuss concerns, share new ideas and provide support for each other.

Kelly, Rex and Rose expected their teachers to "stretch." As Rex stated "I'm not interested in minimum standards; I'm not interested in people who are doing a minimal kind of job." This meant that they were expected not only to attend staff development sessions, but other professional development activities as well. Staff were also expected to share new learnings with other staff members. Teachers were encouraged to speak and lead professional development sessions themselves as a means of "stretching" and sharing their gifts. Teachers were also expected to try new ideas in their classrooms as a means of growth. Rose stated, "I would rather them take risks and try new things than to play it safe and always do things the same way."

Part of the role of the educational leader, according to Kelly, Rex and Rose was to establish specific expectations for their teachers. These expectations were not communicated as dictates from the principal, but understood by the teachers because they were entrenched in both the school visions and in the behaviors of these principals. Kelly, Rex and Rose used their daily activities to encourage and guide teachers toward the fulfillment of their expectations.

Facilitating the achievement of teacher goals. There is extensive literature that addresses the matter of how principals facilitate the achievement of teacher goals. This literature contends that to strengthen teacher commitment to their goals and to their profession, principals must motivate teachers, encourage growth, and provide opportunities for growth.

Sergiovanni (1987) labelled the third of his three categories of supervision, "teacher motivation." This he described as building and

nurturing motivation and commitment to teaching, to the school's purposes and to defining the school's educational stance. Oliva (1984) referred to principals as group leaders who work to release the potential of others.

McEvoy (1987) found that many principals claimed that their ability to be involved in innovative curriculum and staff development programs were hampered by their daily routines. Yet,

> principals in the study persuaded teachers to reflect on their teaching processes, attend workshops, take advantage of opportunities in their communities, experiment with new ideas, and learn from each other. Through their daily interactions, these principals used their brief and fragmented communication to encourage and inspire teachers. (p. 76)

Rosenholtz (1989) stated that teachers' learning opportunities were a means by which principals could increase teacher commitment. "Work can elicit feelings of personal meaningfulness in a variety of ways. One way is through opportunities for learning, mastering skills that are then used in a variety of different and increasingly challenging activities" (pp. 141-142). She also stated that "people confront new task challenges not just because they are interesting and exciting, but because their goal is to learn, to become better skilled and more knowledgeable" (p. 142).

To conclude, Rosenholtz (1989) summarized

> to review, we have argued that several conditions are necessary to sustain teachers' commitment to the workplace. These factors include psychic rewards, where teachers are acknowledged for their special competencies and work; task autonomy and discretion, where teachers control the terms of work and are therefore able to assess their unique contributions to it; learning opportunities that

> provide an ongoing challenge and a sense of personal accomplishment; and teacher certainty, which lends the confidence needed to approach new work challenges. (p. 144)

In order to demonstrate personal commitment, Coleman and LaRocque (1990) recognized setting clear expectations, allocating resources and time, funding professional development, forming support groups for teachers, and participating in their own professional development as activities necessary for school leaders. They also found that supporting teachers on a formal as well as informal basis and reducing threat by giving time to adapt to new programs and innovative ideas helped principals create and sustain commitment.

Kelly and Rex felt that it was very important that they as educational leaders facilitate the achievement of teacher goals. They saw this as one means by which they could assist teachers in their efforts to meet the expectations implicit in the schools' vision statements. Facilitation included assisting teachers in the development of goals, providing opportunities to strive for their goals, and monitoring the success of those goals.

Rex and Kelly both scheduled one-on-one sessions with their teachers to establish and monitor teacher goals. Three times a year Kelly scheduled one-on-one sessions with each of her teachers. These one-on-one sessions were used to establish, guide and evaluate individual teacher goals. Kelly asked her teachers to discuss their own personal visions about education. "What am I working towards? What kind of teacher do I want to be? What do I really value?" Together, Kelly and her teachers developed "meaningful" goals.

Rex also used one-on-one sessions with the teachers to establish and monitor teacher goals. Several one-on-one sessions were held throughout the year to discuss teacher interests. "I don't feel that I am the one who should tell people what they need to do with their personal professional development; I think that the impetus for that should come from them." "The most perfect staff member has their strengths and also areas where they may wish to grow."

The "walk the talk" activity in September was a goal setting activity at Maple School. Each teacher was asked to form their own personal goals and construct practices that would assist them in reaching these goals.

Kelly, Rex and Rose provided opportunities for teachers to reach their goals. A teacher at Birch School, whose goal was to share her knowledge about classroom culture, was given this opportunity at the staff meeting and was provided a chance to speak outside the school setting.

Weekly staff development sessions were seen by Rose as an opportunity to motivate and stimulate her teachers to consider new ideas and teaching practices, as well as to provide ideas and thoughts that would assist teachers in the fulfillment of their goals. Statements such as:

- If we would move forward. . .
- I'd just like you to start thinking. . .
- this is not laid on you, just thinking. . .

were ways in which Rose introduced new ideas to her staff and encouraged them to begin thinking of the new possibilities.

Kelly, Rex and Rose also relied on other staff members to encourage and help other teachers "stretch." These leaders provided opportunities for collaboration which encouraged teachers to inspire and support each other in order to accomplish their goals.

Kelly, Rex and Rose attempted to enhance teacher commitment by recognizing teacher strengths and specific areas which needed improvement, then assisting the teachers in establishing personal goals in order to improve in these areas. The literature that deals with teacher commitment supports the practices of these three leaders.

Empowerment and shared leadership. Empowerment of teachers and shared leadership are concepts that were addressed in the literature. Scholars have argued that empowerment gives teachers energy, allows teachers to feel significant, makes teaching exciting, increases professional confidence, strengthens teacher commitment, breaks down teacher isolation, provides recognition to teachers, and builds a partnership within education. Empowerment of teachers is a means by which educational leaders can encourage their teachers to strive for excellence. Bennis (1984) contended that empowerment gives pace and energy to a staff. Empowerment, he held, makes people feel significant in that they make a difference to the success of the organization. It generates a feeling that a staff is a community, a team, a family, a unity. Empowerment of staff makes work exciting.

> An essential ingredient in organizational leadership is pulling rather than pushing people toward a goal. A "pull" style of influence attracts and energizes people to enroll in an exciting vision of the future. It motivates through

> identification, rather than through rewards and punishments. (p. 19)

Simpson (1990) felt that empowerment was a life-giving force, "it has become validation, affirmation, vindication, and self-actualization rolled into one" (p. 36). Similarly Porter (1987) believed that empowerment of teachers "break[s] down teacher isolation and give[s] credence to their ideas; make[s] them more receptive to and analytical with new ideas; increase[s] professional confidence; [and] strengthen[s] commitment to the improvement of practice" (p. 150).

Maeroff (1988) defined empowerment as working in an environment in which a teacher acts as a professional and is in turn treated as a professional. The three elements of empowerment that he outlined were boosting the status of teachers, making teachers knowledgeable, and allowing teachers the power to build collegiality with other teachers and with the administration.

Barth (1990) referred to the school as a community of leaders and he outlined some guidelines for principals to follow to empower their teachers. He stated that principals must articulate the goals of the school, relinquish power, empower and trust their teachers, involve teachers before decisions are made, carefully consider which responsibility goes to whom, share responsibility for failures, permit teachers to enjoy the responsibility for success, recognize that all teachers can lead, and be willing to say "I don't know how."

Kelly and Rex used the term empowerment, while Rose spoke of shared leadership. These terms reflected the nature of their practices. Kelly and Rex did empower their teachers to take more responsibility in the school, as did Rose. The difference was that Rose shared her

leadership with others more fully. Everyone in the school had the opportunity to become a leader.

Kelly, Rex and Rose involved their teachers in the building of the school vision as they involved them in the decision making processes within the school. Birch and Willow Schools were involved in school-site decision making which gave ample opportunities for direct teacher input into the budget and management of the school. Kelly and Rex also used one-on-one sessions to seek input into the management of the school. Kelly and Rex facilitated staff meetings and encouraged teachers to share their ideas, express their opinions, and, ultimately, make decisions. The cooperative planning time at Maple School that was scheduled into the timetable, encouraged teachers to share in the leadership of the school. Decisions were made and ideas were expressed that would then be shared with other staff during weekly staff development sessions.

Kelly provided some of her teachers extra responsibility in an attempt to empower them. One teacher on staff was empowered with the role of coordinating all of the school visitors. Kelly felt that it was time to "really branch out and utilize a lot more expertise." Rex allowed teachers to increase their responsibilities through the numerous committees. Rose expected teachers to participate and provide input into ideas and events and was therefore increasing their school responsibilities.

In order to improve and take on more responsibilities within the schools, these three educational leaders ensured that teachers were given the opportunity to attend professional development sessions.

To these principals, recognition of teacher strengths and successes were important aspect of empowerment. Teachers were recognized formally at staff meetings and assemblies, and personal notes. It was important to Kelly, Rex and Rose that the teachers at there schools realized that they appreciated their input and supported their ideas.

Rose's concept of shared leadership was based on the belief that everyone is a leader. Thus Rose gave considerable responsibility to the staff and did a lot of delegating. " I think it's just having confidence. . . I think that shared leadership is letting people believe that you know they can do it, and then they will."

Methods such as encouraging teachers to collaborate, to attend professional development activities and to participate in the school decision making were practices mentioned in the literature. Kelly, Rex, Rose and the scholars cited in this section believed that these activities would promote commitment, pride, confidence and ownership among a teaching staff. The practice of sharing the leadership of the school while evident to some extent in all three schools, was most evident in Maple.

Supervision of instruction. Current literature suggested that the philosophy of supervision has changed. Supervision goes beyond inspection. The emphasis is now being placed on interactions between the supervisor and the teacher that ultimately promote growth. Principals must make frequent visits to the classrooms and look for positive aspects of teacher as well as the areas that need improvement.

Doll (1983) remarked on the changes in philosophies of supervision from inspection (1800-1920) to neoscientific (1970-1980).

He described his view of the purpose of supervision as being the development of school staffs, increasing the confidence and competence of teachers, and helping teachers to maintain a high level of motivation and interest. Harris (1985) defined supervision as "what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning" (p. 10).

Sergiovanni and Starratt (1983) discussed the human resources model of supervision. Human resources supervision addressed human and professional growth of the people in the school. The supervisor deemed satisfaction as the goal which teachers will work towards. Human resources supervision implied active relationships among students, teachers and supervisors to adopt shared decision making practices that would increase school effectiveness. This, accomplished through important and meaningful work, will lead to increased teacher satisfaction.

McElwain (1989) and Lewis Jr. (1987) believed that supervision, with emphasis on the interaction between the teacher and the supervisor, should move from the outlook of controlling to enabling by providing teacher growth and development opportunities.

To evaluate successfully, an educational leader must make classroom visitations a common practice. Dwyer (1984) found that teachers who worked with successful principals

> believed that these principals knew everything that went on in their classrooms even when logic dictated that they could not. This perception of pervasiveness was the result of the principals' visibility in and around the schools, of their availability when crisis occurred. (p. 37)

Similarly, Rutherford (1985) found that:

> more-effective principals took time to discover what was going on in the classrooms, while their less-effective counterparts spent most of their working days handling management or administrative tasks. The more-effective principals gathered information through formal classroom observations, but they used informal methods as well. These included walking the hallways, ducking in and out of classrooms, attending grade-level and departmental meetings, and holding spontaneous conversations with individual teachers. (p. 34)

These monitoring processes enabled principals to intervene at appropriate times. Oliva (1984) claimed that evaluators must assess the strengths and weaknesses of their teachers, then assist teachers in their endeavors to improve. Rutherford (1985) remarked that educational leaders must look for positive aspects as well as spot problems. He remarked that effective principals looked for positive features and then "directly and sincerely recognized and praised the teachers responsible for them" (p. 34).

Supervision of instruction was important to Kelly, Rex and Rose as it was through this process that they were able to assess, improve and ultimately influence the education of students. Supervision may not be commonly associated with caring, yet the goals of the supervision and the means through which supervision was practiced in these schools delivered a caring message. Kelly, Rex and Rose saw supervision as promoting professional growth in those they cared about. Although none of them mentioned supervision frequently, each of the three principals did discuss it as part of their role as the educational leader.

It was through frequent classroom visits and observations that Kelly, Rex and Rose were able to supervise teachers. These visitations

provided clear and tangible impressions about instructional programs. The teachers were assessed at regular intervals, but because these principals were in the classrooms frequently, formal evaluations were not as threatening to the staff members. The informal observations presented Kelly, Rex and Rose with opportunities to acknowledge teachers' strong and successful strategies. Recognition of these skills helped the leaders direct teachers toward the improvement of other skills.

At Birch School teachers' personal goals were also assessed as a form of supervision. Goals were established in order to improve teachers' strategies or their classroom programs. These goals were continually monitored by Kelly. Year end evaluations were based upon these teacher goals. Both Kelly and the teacher examined the teacher's growth in that area. These reports were combined and sent to the central office.

"High quality" feedback served to enhance the supervision process at Willow School. Rex ensured that formal observations of teachers included formative feedback that assisted the teachers in improving their practices.

If Rose didn't have time to visit the classrooms during the day, she would tour the school in the evening and on the weekends. This allowed her to be knowledgeable about classroom programs. Rose would then discuss what she had seen with the teachers to assure them that Rose was knowledgeable about their classroom programs.

There is a tight link between the supervisory practices that Kelly, Rex and Rose used and what the literature states about supervision.

Kelly, Rex and Rose knew what was happening inside the school classrooms. Frequent visits, "walk abouts" and informal observations allowed these principals to glimpse the classrooms and the teachers' instructional programs. Formal observations were less threatening to teachers because each principal had an understanding of the teachers' programs and strategies, and thus did not make "judgements" based on one or two formal observations. The principals identified teacher strengths as well as areas for improvement.

Teacher/principal relationships. Duckworth and Carnine (1987) discussed the importance of positive relationships between principals and teachers. They outlined the needs of people in each role and made suggestions as to how principals can improve their relationships with teachers. Duckworth and Carnine saw teachers and principals as interdependent in their ability to impact students education.

Duckworth and Carnine (1987) found that teachers need, from their principal, personal encouragement, opportunities for collaboration, provision of resources, establishment of expectations and goals, feedback and being able to "bring together the teaching faculty in a community that develops norms about instruction" (p. 464). In return, the principals needed goals of student learning brought to their attention, elaboration of classroom events, teachers who keep the purposes of instruction rather than the procedures in focus, teachers who "enliven classroom instruction" (p. 465), teachers who do not tie them down continually with small problems, appreciation for their attempts to improve the school, information from teachers on how to improve school management, assistance in carrying out new programs,

and to delegate some administrative tasks to teachers so that the principals' time can be used more effectively in dealing with instructional problems.

In order to enhance the relationship between teachers and principals, Duckworth and Carnine (1987) suggested that principals make an effort to be available in "collective and one-on-one arrangements" (p. 468). Participation and communication, enabled teachers to see the principal as knowledgeable, being concerned about teaching, and having "a repertoire of ideas to share with other teachers" (p.469).

With regards to interdependence, Duckworth and Carnine (1987) wrote:

> Interdependence requires cooperation, and cooperation depends on collegial working relationships. . . . Only by building trust through frequent interaction and problem solving can principals generate a cycle of increasing cooperation, but they need teachers to support and reward their efforts to overcome institutional constraints on good working relationships. (p. 471)

The personal relationships that Kelly, Rex and Rose established with their staffs enhanced teacher growth, their own personal growth and ultimately the continuous growth of the instructional programs in their schools.

Being visible in the school allowed these three leaders to construct relationships with their staffs. They were able to engage in conversations during classroom visits, grade group meetings, before and after school assemblies, in staff rooms, at professional development sessions, in their offices and, in the case of Kelly and Rex, during one-on-one sessions. Through these interactions Kelly was able to express

interest in each teacher both personally and professionally. The relationships that Kelly had with the teachers were the basis upon which teachers were encouraged to grow, teachers were empowered and school goals were given life.

In many was the practices of Kelly, Rex and Rose mirrored the writing of Duckworth and Carnine (1987). These principals were partners with their teachers. The process of becoming so began with the development of a shared vision. The establishment of expectations, encouragement to collaborate, open channels and opportunity for communication and the personal recognition and encouragement from these principals formed a strong foundation for principal/teacher relationships.

"Caring" about Principal Growth

The literature in the area of professional development of principals indicated that principals must be able to identify their own strengths and nurture those strengths as well as seek areas for improvement. Despite the time constraints principals face, successful principals participate in professional development which will lead to school improvements.

Management of self involves striving for personal excellence, (Bennis, 1984). This involves principals knowing their own skills and strengths and using them effectively.

Cooper (1989), in her study of 149 principals, found that "despite the very real problems of too little time and money, successful principals somehow managed to be actively involved in a wide range of professional development activities, and the focus of these activities was

almost always some aspect of instructional leadership" (p. 14). The professional development activities that the principals she studied participated in included: maintaining membership in professional organizations, reading journals, attending workshops and conferences, attending an institute, taking college courses, and making presentations. "They concentrated their limited professional development time and money on events or resources related to either curriculum and instruction or leadership and school improvement" (p. 14).

Barth (1990) stated that

> happily, renewed attention to the professional development of principals is emerging from a variety of sources in many forms: informal attempts as self-improvement through reading, support groups, personal reflection, and writing about practice; university-based course work for principals; inservice programs based within the principal's school district. (p. 67)

All three educational leaders, Kelly, Rex and Rose, believed that participation in their own professional development was essential. It was through their own professional development that they were able to become better leaders as well as encourage teacher and student growth.

It was important to these principals to be knowledgeable about new ideas about education and leadership. This knowledge was enhanced by participation in professional development sessions. Kelly, Rex and Rose attended workshops and conferences as well as district leadership functions. Messages on the white board in the staff room such as "Elliot Eisner is speaking at the U of A today and I have been invited to attend. I will be leaving about 2:45" were visible signs to the teacher at Birch School that Kelly was participating in her own professional development. Kelly, Rex and Rose also spoke to other

professionals. For Rose, sharing her beliefs and practices was just as important to her professional development as attending presentations. During the summer months, Rose would attend University in order to develop new ideas and programs that she could introduce to her staff during the weekly staff development sessions.

Kelly and Rose also welcomed other educators to Birch School in order to provide professional development. On one occasion, Rose had an entire staff from another elementary school spend a complete day at Maple School. In the morning Rose talked to them about school culture and the methods she had used to establish the culture at Maple School. In the afternoon this staff toured the school, talked to teachers and students and participated in the Maple Schools professional development activity.

Kelly's professional growth was enhanced by collaborative meetings with Rose. In these meetings, Kelly was able to discuss concerns and issues that she was unable to share with her staff.

Professional development of these principals also involved learning from the experiences and expertise of their staff members. Rex believed that teachers were "people people." He as a teacher learned from others around him. "I've learned a tremendous amount from people on this staff who are knowledgeable and care about what they're doing. . . . If I can only learn from my own experience, then I think I have a problem." Kelly, Rex and Rose joined collaborative teacher meetings, engaged teachers in discussions and facilitated staff meetings and staff development sessions in order to grow on a professional level.

Barth (1990) discussed reasons why principals found it difficult to become learners. They included: lack of time, skepticism about inservices and university training, being uncomfortable about using school money and time to attend workshops, the view that becoming a learner indicated weakness and lack of knowledge and "if principals do engage in a learning experience and learn something - - a new way of thinking about curriculum, a new interpersonal skill, a new idea about improving school climate - - they are then faced with having to *do* something with it" (p. 70).

Despite these very "real" difficulties for principals to participate in professional development, here are three principals who overcame those obstacles and became active learners. Kelly, Rex and Rose participated in their own professional development. All three administrators attended professional development activities both within and outside the school setting. Kelly, Rex and Rose also shared their knowledge and ideas with other professionals by leading professional development activities. The professional development of these administrators was also enhanced by seeking out and placing value in the ideas and learnings of their staff members.

"Caring" about the Parent Community

Nickerson and Mook (1988) stressed the importance of school and community relations to educational leadership.

> The following words look at working with the community and positively influencing the curriculum through the instructional leadership offered by the principal. At all times it is important to remember that this is a two-way street - - visibility of the school in the community and

> stressing to community members that they and their views are welcome in the school. (pp. 44-45)

Dwyer (1984) found that "community" was an important source of influence on the activities of principals. "They strove to make their schools integral parts of their neighborhoods, and in the process found valuable resources and security" (p. 34).

In varying degrees, Kelly, Rex and Rose discussed the importance of including the parent community in the education of their children. For Rex, the relationship to the parent community was of primary importance. Kelly mentioned involving the parents in the school team. Rose never specifically mentioned the parent community but there was evidence of extensive parent involvement in the school.

Evidence of parent volunteers throughout the school told of the strong parent volunteer program at Birch School. Parents provided a lunch program once a week and planned winter activities for students on "indoor" winter days. Parents were invited to attend the assemblies three times a week. Kelly and every classroom teacher sent home monthly newsletters to the parents to keep them informed about school activities and programs.

The reporting process at Birch ensured that parents were experiencing growth and sharing in their child's education. "Demonstrations of learning" ensured that parents would witness their children's learning. During these meetings, teachers worked to enhance the parents' understanding of their children's program and what could be done at home to assist their children's progress.

For Rex parent involvement was essential in order to form a partnership with parents. Parents were involved in the development of

the school philosophy and the school's Language Learning Philosophy. Parent information nights, the Parent Advisory Committee, the Program Information Committee which included parents, volunteer programs and through the messages of the classroom teachers were all vehicles through which Rex was able to involve the parents in the education of their children. "It's important to get to know the community in which you work, because communities are very different."

During the interviews, Rose did not discuss the parent community at Maple School. There was, however, much evidence of parent involvement in the school. While I was in the school, I observed that parents were in the classrooms, in the office and in the school library. Open houses were held where parents were free to tour the school and ask Rose or teachers questions about the school and its programs.

Rose stated that last year the district wanted to move the junior high students out of Maple School into a nearby junior high school. The parents were so impressed with Rose and Maple School that they challenged the move and convinced the district administrators to allow the junior high students to remain at Maple School.

Kelly, Rex and Rose ensured that parents were welcome in their schools. The tie to the community in these schools was very close. For Rex, knowing the parent community was an essential part of establishing strong relationships with and ensuring parent partnerships in the children's education. Kelly treated the parent community as part of the school team. Rose, did not speak directly of parent involvement, but parent involvement was evident in the school.

"Caring" about the Student Teachers

Kelly, Rex and Rose saw the PSPP as a means to increase their input into the development of, and participation in, the teaching practicum. They also wanted to play an active role in the development of the student teachers.

During their eight week practicum at Birch School, the student teachers were shown encouragement and caring through the principals' words and actions. In order to place the student teacher in the best possible situation for their practicum, Kelly, Rex and Rose held an interview with each student teacher to discuss their needs and goals for the practicum.

Every week, the student teachers were given the opportunity to express their concerns, jubilations and doubts to Kelly. These meetings were recognized as learning and sharing times. In observing these meetings I was able to witness the comfortable and caring atmosphere that had been established. The student teachers did not hesitant to share their "problems" and concerns. They perceived Kelly as a caring stakeholder in their teaching experience and were able to trust enough to express their apprehensions.

The student teachers who participated in the PSPP were given a unique practicum experience at Willow School. In order to provide the best possible learning experience for the student teachers, Rex had the student teachers pair up with a cooperating teacher. Rex felt that having two student teachers in one classroom would "give the student teachers more time to reflect, another set of eyes to help them, opportunities for help, opportunities to plan together and to share the experience."

During the practicum debriefing, the student teachers expressed the ease with which they could interact with Rex on a one-on-one level. Once again the interactions were based on "caring" for the individual at their present level on the continuum of teaching and learning.

Many times, the student teachers who spent their eight week practicum at Maple School expressed the importance of Rose's support to their success. Early in the practicum, the student teachers were given a full day to collaboratively plan and prepare the language learning lab in the school. The student teachers stated that they were anxious at first but later came to appreciated the confidence that was placed in them. In addition to encouraging the student teachers in this manner, Rose showed "caring" for each individual by personally responding to journal entries of each of the nine student teachers.

Kelly, Rex and Rose saw the PSPP as an opportunity to be actively involved in the training of teachers. They "cared" about the student teachers and their professional development.

Summary

When I analyzed the data from the interviews and from the shadowing sessions, I found it difficult to find any category or subcategory that was not a verification or demonstration of the principals' caring for others.

The theme of "caring" was prominent in each principals' words and actions. Practices such as having a vision, building a shared vision, team building, being a role model, "caring" about student growth, "caring" about teacher growth, "caring" about their own growth, "caring" about the parent community and "caring" about the student

teachers involved in the PSPP were common to all three principals. The means by which each of the principals enacted these beliefs were different in some respects, but the practices and the beliefs were common.

Students and their education were the focal points of Kelly, Rex and Rose's leadership. Their vision and their practices based on these beliefs were centered on the students in their schools. The enhancement of student growth involved focusing on improvement of the instructional programs, being visible to the students and the teachers, and taking a personal interest in the students of their school.

Still with the goal of enhancing the students' education, Kelly, Rex and Rose then turned to the development of their teachers. In order to provide the best possible education for the students, these educational leaders established teacher expectations, facilitated the achievement of teacher goals, empowered the teachers, supervised the instruction in the classrooms, and built strong personal relationships with the teachers.

Kelly, Rex and Rose saw the need for their own professional development in order to enhance the growth of the teachers and the students. All three leaders participated in and led professional development sessions both within and outside the school setting.

It was important for parents to be active participants in the education of their children. Kelly, Rex and Rose, in different ways, encouraged and sought the involvement of their parent communities.

Kelly, Rex and Rose saw the PSPP as a means through which they could personally shape the teaching practicum. The principals provided

professional development and personal support to the student teachers in order to provide a fulfilling and growth oriented practicum.

The literature in the area of educational leadership seemed to resonate well with the practices and beliefs of these principals. The role of leader is diverse and allows for individual uniqueness and distinctions, yet the leadership practices that were identified in the literature as being characteristic of effective leaders could be seen in the practices of Kelly, Rex and Rose.

CHAPTER FIVE
REFLECTIONS

Introduction

During my research and analysis I had many occasions for both personal and scholarly reflection. These came about during the course of collecting data, working in a research group, analyzing data, and working with the principals in general. Some of these reflections are thoughts and questions that have aroused my curiosity about educational leadership, others are issues that emerged during the research and writing processes. In this chapter, I discuss both my personal and scholarly reflections.

Personal Reflections

In this section, I present personal reflections about being a participant in a research group, the research process, and Kelly, Rex and Rose.

On Being a Participant in a Research Group

In late October of 1990, I was introduced to the concept of the Partnership School Practicum Project (PSPP) by the professor of my research methods course. She explained the project and invited questions and inquiries into the project. A number of students expressed an interest and our research group began to form. Although each student pursued different aspects of the PSPP study, we were able to visualize each of the students' thesis projects as an integral part of the larger study. Research projects conducted by the students included the

study of: school culture and change, teacher collaboration, teacher commitment, teacher professionalism, a feminist perspective on leadership, the student teachers' experiences, the cooperating teachers' experiences and my study on educational leadership.

The PSPP research group began meeting regularly to discuss our research. These collaborative sessions were invaluable to me. They served as audits for things I had heard, seen and experienced. The standard of confidentiality that was established within the group allowed for free discussions about transcripts and informal observations. When the interpretations of the group matched those of my own I was able proceed with confidence. I was able to express ideas, feelings and theories as well as share my fears and insecurities about research. The collegial nature and support of the participants made me feel part of something larger than my own study.

In addition to the personal support for my research, being involved in the PSPP research group held benefits for my research. When I became a member of the research group the school sites and thus the principals, my participants, were already selected. The three principals were regarded as strong leaders who led innovative schools. Participating in this research group allowed me to interview and shadow three strong educational leaders. That of itself was of great personal value.

Access to the schools was established through the PSPP. Meetings and school tours served to introduce us to the principals, the schools' philosophies and the physical plants. This contact also provided us the opportunity to discuss our research and our research needs with the principals.

During the process of my research, frequently I would encounter other members of the research group. This closeness formed an unspoken "I know what you are going through", "you are not alone" and was a visible sign of group support.

When analyzing my data, I would reflect on the interpretations and insights offered by other group members. I would share my thoughts about possible categories and themes and they would offer their thoughts and their own personal reflections. A member of the group read an early draft of the "principal profiles" and chapter four and made valuable suggestions.

Upon reflection I think it would have added to the "complete picture" of the project to have someone from the research group looking at the culture at Willow School. The student who studied culture and change focussed on Birch School. Likewise, the student who studied teacher collaboration and culture focussed on Maple School. The culture of Willow School was not studied and thus I feel there is a gap in the research as a whole.

Being a participant in a research group provided personal support, the sharing of ideas, and access to three strong educational leaders. The collegiality of the group may have been unique to the group itself, but it was this collegiality that gave me the support I needed during the conduct of my research and the the writing of my thesis.

On My Research

I brought to my graduate studies a strong interest in the role of the principal. My teaching experience had shown me the importance of

having a strong principal who held high educational ideals; ideals not only for the management of the school, but for the teaching staff and the educational programs as well. This interest was sharpened when I was introduced to the PSPP.

My interest in the role of the principal evolved from my belief that principals should be involved in not only the management of the school, but in its educational practices as well. When I conducted a preliminary search of the literature I came across the term "instructional leader." This term and the meaning it was given, primarily from Smith and Andrews (1989), seemed to exemplify what I had envisioned school leadership to be. Thus the purpose of my study, as stated in my research proposal, December 1990, was:

> The central purpose of the research will be to describe how three principals, considered to be strong instructional leaders, motivate teachers on their staffs to be innovative and to constantly improve their teaching and thus, to develop an understanding of why they are excellent instructional leaders.

As I began my data collection process, I began to challenge my purpose statement. Initially I began to examine the term "instructional leader." The term instructional leader was used to describe the practices of the leader that facilitated the educational programs of the students of the school. Smith and Andrews (1989) categorized principal practices into: principal as communicator, principal as resource provider, principal as visible presence and principal as instructional resource. Although I began to see these categories in Kelly, Rex and Rose's practices I also began to sense so much more. Kelly, Rex and Rose were concerned about the education of the students, and thus were instructional leaders, but they were also concerned about the education

of the teachers, the parents and of themselves. Instructional leadership, as it is defined in the literature, simply did not seem sufficient to describe what these three principals were doing; therefore, I began to use the term "educational leader" to refer to them and their practices.

I also challenged the second portion of my purpose statement. I consider myself an innovative educator. I am always willing to try new ideas and learn about new approaches to teaching. I am motivated to be the best teacher that I can be. With this in mind I reflected on my purpose statement. I cannot speak for all teachers and do not attempt to, but from my own personal experience I strove to be an innovative teacher without the support of my school administrators. My classroom and my instructional programs were my own concern, visits from the principal came once a year for evaluations, and professional development was available on my own initiative.

Although I still felt that support and encouragement from the school administration could be significant in the development of teachers, I now began to search for the meaning of leadership from a broader perspective. My interest moved then from how these principals motivated staff members, to what three effective leaders see as their role as educational leader. Following these reflections my purpose statement was revised:

> The central purpose of this study is to discover the meaning that three principals, considered to be strong educational leaders, gave to their roles and thus to develop an understanding of why they are excellent educational leaders.

On Methodology

With my purpose being to examine what principals think about and what they do in their roles as educational leaders, qualitative research was the obvious choice of methodology. I wanted to get into the schools and gain an understanding of these principals. The data collection procedures of interviewing and shadowing were appealing to me. It was exciting to be in the schools, to observe the principals in action and listen to what they had to say. Thinking back I guess it was my naturally "inquisitive" nature of always wanting to know "what" and "why" that drew me to qualitative research.

I provided copies of my analysis and interpretations to Kelly, Rex and Rose, but no formal feedback was given. These principals shared their valuable time with me and I did not feel comfortable in constantly pursuing them for feedback. Their thoughts and interpretations would have been extremely valuable to my analysis. As the situation was, I continued with my analysis on the tenuous assumption that nothing I had stated was in direct conflict with their beliefs and practices.

On Data Analysis

As exciting and invigorating as the data collection was, the thought of analyzing the data seemed as bland and somber. By this time, late April, I was tired. I had learned a lot just from being near these principals and hearing them speak, was that not enough? What was I to do with all of these data? These were the questions and doubts I faced when I sat in my office full of transcripts and field notes. The uneasiness was compounded with the fact that my journaling process, which had helped me organize my thoughts, was now nonexistent. I

would fall asleep thinking and reflecting but never took the time to record these thoughts. As a result I would sit and stare blankly at the data the next day. I should have continued recording my personal thoughts, ideas and perspectives in my journal. Qualitative researchers need to keep writing about their data.

On Kelly, Rex and Rose

My reflections on Kelly, Rex and Rose focus on three main points: the research procedures, the relationship between researcher and principal, and the personal characteristics and leadership styles of these principals.

The first reflection deals with the number of unanswered questions that remained at the end of my research. The purpose of my research was to gain a holistic sense of three educational leaders. In order to accomplish this, within the time constraints of the PSPP project, I had to refrain from gathering information that did not deal specifically with the beliefs and practices of these principals.

These restrictions left me wondering about many other questions. Examples of some of these unanswered questions are: what was Maple school like eight years ago when Rose had been there for two years, as Kelly is at Birch now? What will Birch school be like in eight years? What changes will be made? Will Birch continue to be an innovative school that welcomes visitors? Will educators continue to seek these schools as examples of innovation and strong education? What kind of leader was Rose eight years ago? Were visitors welcomed into Maple School eight years ago? Was the school considered innovative? What activities were being done to build the school culture? Did educators

explore Maple School to generate ideas and new teaching practices? Rex has been at Willow School for five years, what changes have evolved in those five years? Does the school philosophy today still resemble the school philosophy five years ago? What changes has Rex personally brought about? Are the interpersonal relationships stronger today because of Rex's philosophy?

These are questions that I have not been able to answer in my study but have been very much present in my reflections. When I witnessed a leadership practice, I always wondered when that practice began and why. During the interviews I often wondered how these principals' perspectives on leadership were formed; Who has been an influence in their lives? What had they been like as classroom teachers?

I thoroughly enjoyed having three participants in this study and learned a great deal from each one. However, with all of my unanswered questions and longing to dig deeper, perhaps I should have selected one of the three principals and conducted an in-depth study. Six interviews and six shadowing sessions might have given me some answers about some of my questions. On the other hand, perhaps this methodology would only have developed different unanswered questions such as: Do other administrators focus on team building in their visions? Are personal relationships a central focus to the educational leadership philosophies of other leaders? Do other leaders focus on symbols to build culture in their schools?

The second issue deals with my relationship, as researcher, to Kelly, Rex and Rose. There was a sense of comfort and ease in the relationship with Kelly and Rose. The relationship between Rex and the researcher was not as relaxed and secure. This relationship began to be

more comfortable towards the end of the data collection, but never to the extent that it had developed between Kelly and Rose. This made it difficult to truly understand Rex. I had records of his words and actions, but it was a challenge to truly understand Rex and what he stood for. This challenge was compounded by the fact that the culture of Willow School was not examined by a member of the PSPP research group. Perhaps had the culture been studied, it would have been easier to gain an understanding of Rex and his educational practices.

My final reflection deals with the personal characteristics and leadership styles of these three educational leaders. The personal characteristics of these principals were very distinctive. While I shadowed Kelly her "hurried" actions left me feeling like I had run a marathon. These feeling were shared with the staff who wondered if I had brought my running shoes for my shadowing sessions. Yet in her own way, she was able to focus intently on the person with whom she was interacting. Kelly made daily agendas for herself and she strove to meet them.

Rex appeared very relaxed by nature. Yet his desk rarely had piles of papers. During the shadowing sessions and the interviews, he seemed relaxed and willing to share his time, yet he was always aware of the time and perhaps other things he could be doing.

Rose seemed to be relaxed and at ease. During the shadowing sessions, she would stop and talk to students in the hall, pop into classrooms and stay if something was interesting. Rose had an agenda but was more relaxed about meeting that agenda. She was at scheduled meetings on time, but the rest of the time appeared to be enjoying the culture and the school community at Maple School.

It was interesting to find that although the three were definitely unique, their beliefs about educational leadership were remarkably similar. Different terms were used and ideas were phrased differently, but the beliefs about their roles as educational leader were much the same.

The theme of "caring" was prominent in each principals' words and actions. Practices such as having a vision, building a shared vision, team building, being a role model, "caring" about student growth, "caring" about teacher growth, "caring" about their own growth, and "caring" about the parent community were common to all three principals. The means by which these practices were enacted were different but the practices and the beliefs were common.

Through the course of my data collection and analysis, I have found that one research question could always lead to numerous others, a relationship between principal and researcher is important to the research process, and although Kelly, Rex and Rose's individual practices differed in some respects, they shared many leadership practices that can be associated with effective educational leaders.

Scholarly Reflections

In this section I present implications for future research, and reflect upon the educational leadership literature. I conclude this chapter and thus this thesis with the presentation of a metaphor of leadership. I offer the metaphor as a holistic perspective of educational leadership as lived by Kelly, Rex and Rose.

Implications for Future Research

In this study I have identified through the "principal profiles" the visions of three strong educational leaders. I would like to see future studies examine specific portions of these visions. For example a study designed to examine the practices that Kelly uses to build a school "team" would be very valuable to other educational leaders. An in-depth study of how Rose developed the symbols, traditions, myths, heros and heroines in the process of building a strong school culture would also be beneficial to practicing and aspiring leaders. It would be interesting to interview teachers from Birch School where Kelly focused on "team," and teachers from Willow where Rex centered on interpersonal relationships, about the collaborative practices at these schools. Does the principals' focus affect the collaborative nature of the school?

Aside from addition information that could be gathered from Kelly, Rex and Rose, other research topics have surfaced. The three principals involved in this study were strong educational leaders. Does the expectation to constantly improve put pressure to the teachers in these schools? Do teachers feel that the expectations placed upon them are outweighed by the support of the principal, or do they constantly feel overwhelmed? Do the teachers feel extra pressure having numerous visitors in the school and in their classrooms? Do the teachers see the visitors to their classrooms as beneficial to the students somehow or as an interference with their daily programs? These schools were seen to be effective and innovative schools. What are the teachers' perceptions about their contribution to these schools?

The implications of this study for enhancing the understanding of gender issues in administration could be explored. Most of Rex's beliefs were similar to those of Kelly and Rose. The prominent distinction was between team building and interpersonal relationships. Rex believed strongly in building strong interpersonal relationships with his staff, his students and the parent body. Kelly and Rose also believed that relationships were important but these relationships were discussed within the concept of team or community building. Is this difference a gender issue or simply a personal difference?

Both Rex and Rose were transfered to other schools. A study which would follow these principals and record the procedures through which they establish school routines and expectations, would be beneficial to any administrator, in particular to those beginning.

Future research that deals specifically with the role of the principal in the PSPP would be beneficial to Field Experiences as well as anyone concerned with the education and training of teachers. The extended supervisory role of the principals involved in the PSPP was very time consuming and all three principals expressed a concern in this area. Kelly, Rex and Rose also indicated the value of being able to obtain a broader, more encompassing view of the student teacher as compared to the traditional view of the faculty consultant. A study which focused on this advantage would be beneficial to the training of future educators.

Reviewing the Literature

I found the amount of literature available on instructional leadership, educational leadership, the principalship, school

administration, and school management to be overwhelming. And it was continually expanding! What is more, everything I read seemed to have relevance to a specific aspect of my study.

I found the amount of literature and the vast range of theories and terminology frustrating. The literature focused on educational leadership, or some specific aspect of it, yet there seemed to be a vast difference in the terminology. The authors tended to focus on specific leadership tasks rather than the "holistic" look at the role. For example Sergiovanni, who I found to be to be one of the most holistic authors, still discussed only specific aspects of leadership. Some authors wrote about visions; others, team building or empowerment or being visible. In order to portray a holistic picture of leadership I had to search through countless articles and books that dealt with specific leadership practices. I found problematic the diverse nature of this literature that, with or without intent, partitions the holistic phenomenon of leadership into lists. Barth (1990, p. 39) commented that the mismatch between individual leadership tasks, or the "lists," and the actual role of an educational leader "causes most people to feel overwhelmed, insulted, and inadequate - - hardly building blocks for improving schools or professional relationships." He has nicely expressed the concern I was feeling.

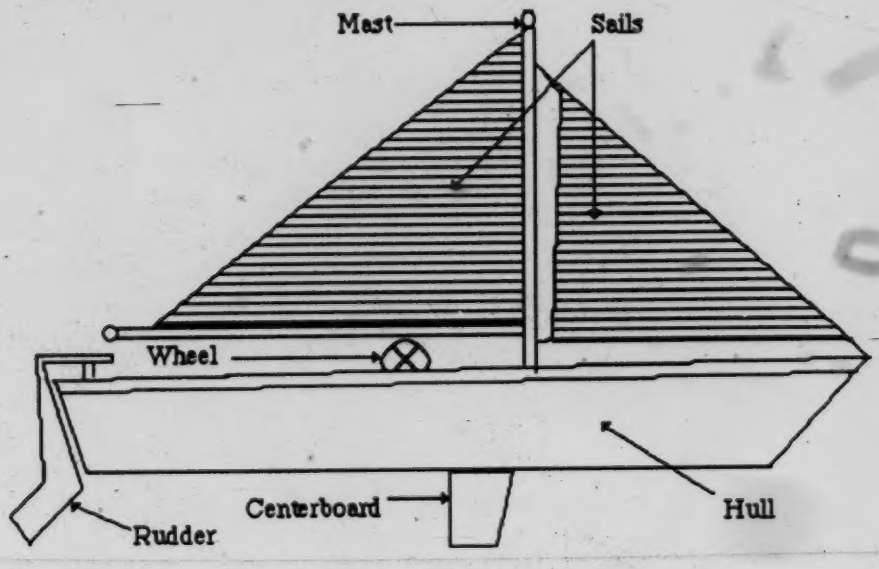
In addressing this same concern, Sergiovanni (1991) called for the development of powerful metaphors so as to capture some of the holistic nature of the leadership phenomenon:

> Changing our metaphors is an important prerequisite for developing a new theory of management and a new leadership practice that is more responsive to the nonlinear

> and loosely structured world of schooling and to conditions that require extra-ordinary commitment and performance. (p. 68)

It is in this spirit that I offer the following "sailboat" metaphor. It represents a personal attempt to capture the holistic essence of the leadership roles lived by Kelly, Rex and Rose.

A Metaphor on Leadership



Kelly, Rex and Rose in their interviews mentioned the concept of learning as a "life long journey." This phrase presented an image of a sailboat on stormy waters and evoked a metaphor in my mind. The metaphor developed through the discovery of categories and themes and a desire to look at educational leadership from a holistic framework that

exists in school settings. This metaphor was put together during my data analysis and did not affect or "guide" my data collection.

The metaphor was based on what Barth (1990) called a community of learners. This community formed the "hull" of the sailboat. The community of learners consisted of students, teachers, the parent community and the principals themselves.

The "sails" and the "masts" move the "hull" of the boat in an appropriate direction. Without the "sails" and the "masts" the "hull" of the boat would remain still in the water. In my mind, stemming from my central theme of caring, the "sails" are the caring "fabric" that was central to the practices of the principals. "The primary aim of every educational institution and of every educational effort must be the maintenance and enhancement of caring. . . . It functions as end, means, and criterion for judging suggested means" (Noddings, 1984, p. 172).

The "masts" are the principals' practices, practices that matched their beliefs. These practices consisted of: having a vision, building a shared vision, building a team, being a role model, enhancing student growth, enhancing teacher growth, enhancing their own growth, and building a partnership with the parent community. Without the "sails," the "masts" would stand alone and the "hull" would not move forward, and without the "masts," or the leadership practices, there would be no support for the "sails" of caring.

The "navigation charts" represent the principals' visions of what they would like to do, what direction they want to head and what kind of leader they want to be. The "compass" then is a means to assure that the "boat" moves in the desired direction and stays on "course."

Principals must have a means by which their vision is tested and measured. For these principals their "compass" was their determination to be involved. Involvement in professional development, collaborative teacher meetings, informal and formal observations, informal discussions with teachers, student and parents, enabled the principals to "check" the direction of the school and ensure that they, as a community of learners, were still on "course."

The principals' reflections about their leadership were like the ship's "logbook." The "captain" must consider previous journeys and record daily events in order to plan the "course" for the following day. Kelly, Rex and Rose all mentioned that it was important to reflect on their practices and actions to ensure that they as leaders were following their "course."

The "rudder" and the "wheel" are the actual steering devises on the sailboat. The "rudder," which is situated under the water, is the invisible guiding force that moved the school community. The "rudder" guides people in the similar direction. I equate the "rudder" with the shared vision that moves the school community in a common direction.

The "wheel," being the visible steering devise, is the principals' modelling of desired actions and practices for the staff, students and parents. The "wheel" is the visual guide as were the principals' actions.

The "centerboard," which runs underneath the boat, provides balance. Principals must be able to balance their personal vision and the shared vision with the constant time constraints and managerial tasks they face. Without an even balance of the many tasks the educational leader must perform, the sailboat could "capsize."

I equate the "water," in which the sailboat sails, with pressures and demands placed upon schools by the government, the local community, and the society. The "water" can get "rocky" and the principal, through consultation with the "navigation chart" and the "compass," must guide the school community through the "storm."

Of course other sailing devices are suitable for this metaphor. There are always the "life preserves," the "life jackets" and the "oars" that one must take on the journey. The "channels of communication" must remain open in order for the sailboat to move ahead in the water. And of course, "pier" (peer) support is needed when the "water" becomes very rough.

For me this metaphor projects a complete, or the holistic sense, of the educational leadership of these principals without losing the importance of the pieces in the "list logic" (Barth, 1990). Pieces such as the "mast" are absolutely essential as the sails could not fly without a mast. Similarly empowerment of teachers is an important piece of leadership, yet empowerment alone does not make a successful educational leader. The role of the educational leader is complex and consists of **many** leadership practices, all of which are vital, yet none of which, alone, can be called educational leadership. It is important to know and understand all the pieces or parts of the "sailboat," but without the view of the whole, the pieces are not as powerful as they might be. The value of metaphors such as the one presented in this chapter, lies in their potential to provide that view of the whole.

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APPENDIXES

Appendix A

Interview Questions
Kelly at Birch School

During our last interview you said that you asked the teachers to think about; What am I working towards?, What kind of teacher do I want to be?, What do I really value? and they each shared these with you to form a creed. **If I asked you those questions about your role as leader, what are you working towards?, what kind of principal do you want to be? and what do you really value?- what would your creed look like? What would be your goals?**

You stated that it was important for a leader to have a vision, reflect upon that vision and then look at how those beliefs translate into practice. **With the beliefs that you just shared with me, how do you translate those beliefs into your daily practice?**

Topics

Average school day
thematic planning; teacher involvement
role of faculty consultant
white board messages; daily?
classroom visits- schedule? different kinds?
staff meeting procedures
parent group; her role?

Appendix B

Interview Questions
Rex at Willow School

During our last interview you said that you used one-on-one sessions to help teachers identify goals for the year. **If I asked you that question about your role as leader, what would be your goals? what are you working towards?**

You stated that it was important to you that principals match their beliefs and practices. **How would I see you matching your practices to your beliefs?**

Topics

average school day
working relationship with assistant principal
student posters
role of faculty consultant

Appendix C

Interview Questions
Rose at Maple School

At your ASCD presentation, you said that "any kind of educational leader must know what they are all about. You must know what it is that you really believe in so that all the decisions that are made, and all the things that happen in that organization, are focused on that belief." **What are you all about, and what do you really believe about being an educational leader? What are your goals as principal of this school?**

During that presentation, you also stated that it was really important for a leader to have a vision, reflect upon that vision and then look at how those beliefs translate into practice. **With the beliefs that you have just shared with me, how do you translate your beliefs into your daily activities?**

You talked about building shared vision with your staff. **What have you done in the past to bring about this shared vision and how do you approach this with new staff members?**

Topics

honoring the human potential
weekly staff development sessions

encouraging collaboration

stretching